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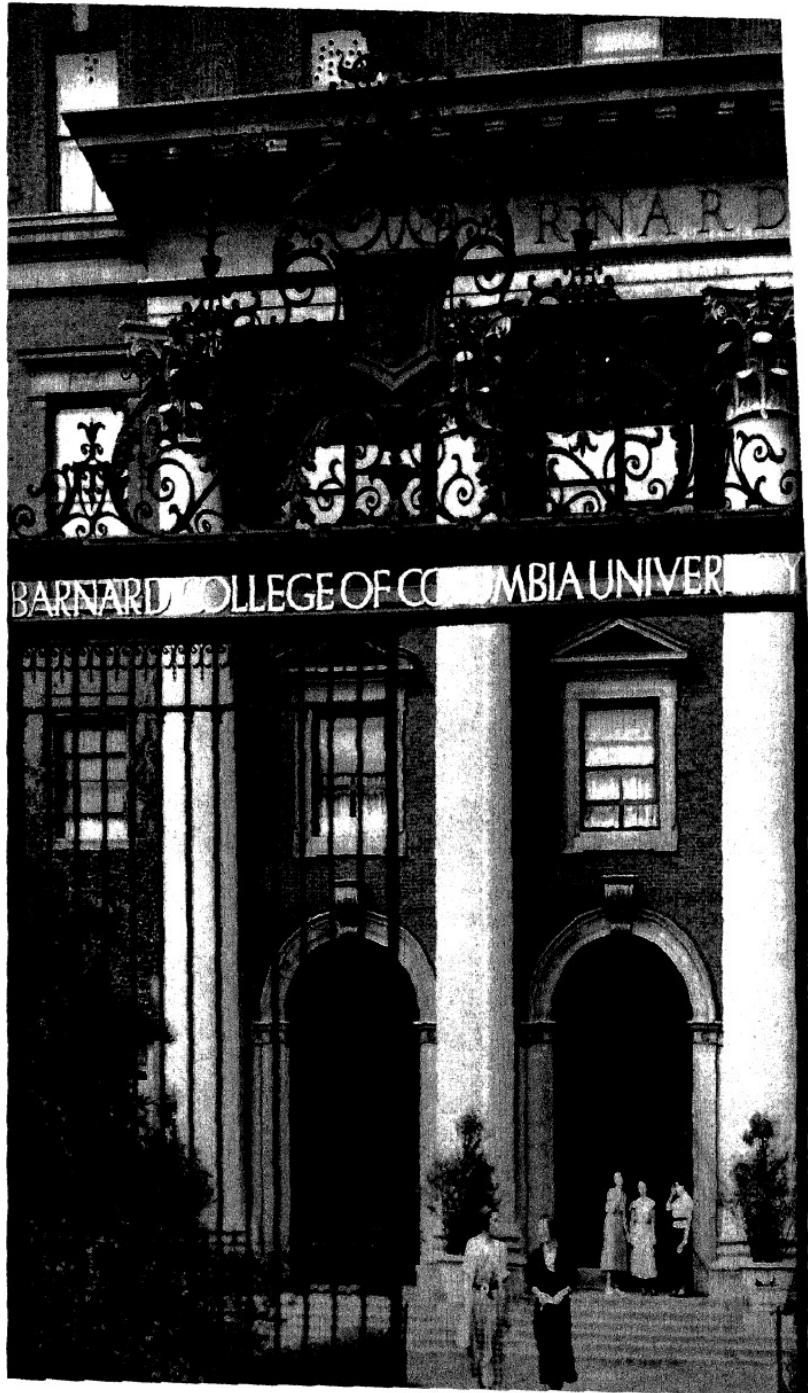
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BARNARD COLLEGE
THE FIRST FIFTY YEARS



BARNARD COLLEGE

THE FIRST FIFTY YEARS

BY ALICE DUER MILLER AND
SUSAN MYERS · WITH A FOREWORD
BY NICHOLAS MURRAY BUTLER

*"All this is the natural consequence
of teaching girls to read."*



NEW YORK : MORNINGSIDE HEIGHTS
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1939

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TO ALL THOSE WHO HAVE LOVED HER
AND SERVED HER
AND RECEIVED HER GIFTS
THIS HISTORY OF BARNARD COLLEGE
IS DEDICATED

Foreword

THIS *History of Barnard College* is a welcome contribution to the celebration of the Fiftieth Anniversary of the college. The book tells its own story. In reality there were but two debatable questions in connection with the founding of Barnard College. There was no dispute as to whether or not opportunity should be offered at Columbia for the collegiate education of women: but how was this to be done?

It was proposed by President Barnard that Columbia College should be open to women on equal terms with men. The alternative was that a new and separate institution for the collegiate education of women should be established either in association with Columbia College or having some form of relationship with it. When this question was answered in favor of the establishment of a new and separate institution for women, then the question to be faced was: How are the means to carry on such an institution to be had?

The decision against the co-instruction of men and women in one and the same undergraduate college was a wise one. Under the alternative plan provision was made for coeducation, since both men and women were brought under one and the same set of academic influ-

FOREWORD

ences and given rapidly increasing opportunities to use the same academic resources of libraries, laboratories and museums. This was accomplished without co-instruction during undergraduate years. As a matter of fact, the co-education of women of college age, without co-instruction, has proved a most valuable plan of action. The separate and wholly independent college for women has its own place and so has the coeducational and co-instructional college where men and women students sit side by side; but under conditions which prevail in the city of New York and in particular on Morningside Heights, the system of coeducation, without co-instruction, has amply justified itself and will no doubt continue to do so through the years to come.

The story of the first fifty years of this undertaking is admirably told in the present volume.

NICHOLAS MURRAY BUTLER

JUNE 7, 1939

Preface

THIS HISTORY is a collaboration in which a large number of Barnard Alumnae have had a part. Miss Mabel Parsons, the chairman of the Trustees' committee which had the book in charge, appointed the following five chairmen—one to represent each decade of the fifty years:

Mabel Parsons, 1895; Amy Loveman, 1901; Adele Alfke Thompson, 1919; Marjorie Marks Jacobsen, 1921; Jean Macalister, 1929.

Each of these chairmen accumulated, with or without solicitation, contributions from members of the classes within her particular decade—contributions which varied from one fragmentary reminiscence to twenty or thirty pages, letters, files and scrapbooks. From these, from the dean's reports and records in the archives of the college, and from contemporary college publications, the material was drawn which has been woven into this narrative.

Thanks are offered to those who read the completed manuscript, and particularly to Marion Churchill White, 1929, who made valuable revisions, and to Anna E. H. Meyer, 1898, who gave tireless assistance in the interest of accuracy.

ALICE DUER MILLER
SUSAN MYERS

BARNARD COLLEGE

AUGUST, 1939

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THE FIRST DECADE
1889-1899

CHAPTER ONE

Every Whim Except an Education

COLLEGE WOMEN of today find it difficult—future generations will probably find it impossible—to believe that there was bitter opposition to the opening of colleges for women. Yet without this understanding no real history of the early days of Barnard College can possibly be written. We must understand the atmosphere of the times in order to appreciate that the heroic band who founded Barnard required not only courage and devotion, but a quality rarer in devotees—and that is tact.

The world is always conservative when a question arises of changing the position of women. Education was no exception. The Pilgrim Fathers, who have been so often praised for establishing free schools, never thought of including little girls in their beneficent scheme. The first high school for girls, opened in Boston about a hundred years ago, was soon closed for a reason that sounds odd to modern ears—too many girls applied for admission.

In the second quarter of the nineteenth century, however, institutions for the higher learning began to struggle into existence in various parts of the country, owing largely to the efforts and example of Emma Willard and

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Mary Lyon. Yet even these were viewed with alarm, and a Georgian gentleman, in 1837, on being asked to contribute to such a college in his native state, replied: "All a woman needs to know is how to read her Testament, and to spin and weave clothing for her family." This was probably the usual point of view.

As so often happens in America, a movement initiated in the East had its first success in the West. Oberlin College, a coeducational institution, opened its doors in 1834; perhaps the memory of pioneer hardships in which every woman heroically shared was so recent that women's demand for equal opportunities in education did not there seem so audacious.

But the East remained conservative, believing that any rigorous education for women would be not only disagreeable to men, but harmful to women themselves, unfitting them for those duties, humbler indeed than man's, but not unneedful to the human race; that only unwomanly women would want it, and that it really did not matter whether they wanted it or not since their minds were incapable of taking it in. Many an early Victorian educator, called upon to make the Commencement address at a girl's school, or, as he would have called it, a Female Seminary, would explain to his young listeners that their minds were not designed for hard study, and that, as one of the lecturers put it, "in everything that requires the more substantial talents they must submit to a strong and marked inferiority. But," he

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added in consolation, "if they had our firmness and depth, they would lack their greatest attraction—they would cease to be women."

Another takes a more apprehensive tone, and foresees what would happen if women should turn their attention to intellectual pursuits. "The wise mother," he said, "the economist of the household, would be lost in the literary pedant, the order of nature would be totally reversed, and the population of the globe preposterously sacrificed to the cold, forbidding price of studious virginity."

These deeply sincere, one might almost say loving, prejudices against any change in the status of women always yield to one argument—the unequivocal wishes of women themselves; and as it became clear that women really did want educational opportunities, colleges for women came into being—Vassar opened in 1865; Michigan University, Boston, and Cornell began to admit women in the seventies; Wellesley and Smith were founded in 1875, and the Harvard Annex, as Radcliffe was first called, in 1879. Mount Holyoke, well-known from 1837 as Mount Holyoke Female Seminary, did not become a college until 1893.

The city of New York, however, although it probably regarded itself as the apex of culture in this country, had as yet in the early eighties no institution of higher learning for women. Many American cities—Boston, Baltimore, Philadelphia, Chicago, St. Louis, and New Or-

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leans—had made better educational provision for women than New York.

The Normal College, related to the free City College under the public school system, offered training for teachers, but required no Greek and gave no degree. The fact that 1,600 girls were enrolled, of whom only a small percentage actually made teaching their profession, showed the desire on the part of women for some sort of intellectual training. The private schools for girls were notably less efficient than boys' schools for the same class. Obviously schools that are required to fit students for college maintain a higher standard than schools that are required to fit their pupils for nothing in particular. Private schools for girls in the seventies and early eighties were for the most part extremely lax. In fact, in those years the average girl whose parents could afford to give her a good education had very little chance of getting it. In New York, as Dr. Arthur Brooks observed, a woman could obtain the gratification of every want, wish, or whim, save one—she could not get an education.

The need was obvious, the time was ripe, and the door was waiting to be pushed open. For here in the heart of New York was one of the great centers of learning of the whole country—Columbia College—with a president who was one of the most remarkable men in the history of American education—Frederick Augustus Porter Barnard.

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President Barnard was one of those rare people who see the present with such perfect clarity and precision that they can even see in it the germs of the future. Those who have read his reports to his trustees find that Columbia owes to him not only Barnard College and the first idea of Teachers College but many of the more spacious policies that have made Columbia the great university it is. The general academic world owes to him the first suggestion of uniform entrance examinations—a suggestion from which sprang the College Entrance Board—and the conception of a purely graduate school, which eventually crystallized into Johns Hopkins University.

Born in Massachusetts of Puritan English stock, he graduated from Yale in 1828. After some active years of academic life in the University of Alabama, he was made, shortly before the Civil War, the president of Mississippi University—a remarkable honor for a Northern scholar in days when Northerners were not generally well received in the South.

When war came, and the activities of the university were suspended, Jefferson Davis tried to secure Dr. Barnard's services in making chemical products useful in carrying on the war, but Dr. Barnard felt that he could not participate even indirectly in the hostilities. In 1863 he was offered, by unanimous vote of the trustees, the presidency of Columbia College.

At this period, when all institutional work was impoverished, Columbia had only the narrowest income with

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which to meet a steadily increasing demand from the community. Indeed, that community in a hundred years had never given to the trustees of Columbia as much financial support as is now often received in a single day's post. President Barnard at once threw himself into plans for carrying forward in new directions and on higher planes the college committed to his guidance. The reports he made to his trustees from year to year were not only practical but prophetic. It has been said by a college president of the present day that they constitute an educational classic, comparable to Milton's tractate, *Of Education*. In 1879 President Barnard's report discussed for the first time plans for the admission of women as students at Columbia, supported by petitions that had been twice made by Sorosis, the great and active woman's club of New York. Nothing came of the proposition, but not because the President was opposed. On the contrary, Dr. Barnard was a firm believer in equal education—coeducation he considered an odious word.

For five successive years thereafter Dr. Barnard set forth in his reports reasons and arguments in favor of admitting women, with challenges to objectors to show cause why Columbia should not make her resources available to all the youth in her environment.

He was uncompromising in his belief that coeducation, in the commonly accepted sense of receiving women into the classrooms with men, was the best method of achieving the desired end. But this system could not be

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imposed upon trustees definitely antagonistic; nor upon the New York public, thoroughly prejudiced; nor even perhaps on women themselves, sure of their desire for higher education, but not quite convinced as to the wisdom of coeducation.

To demand the impossible is one way of attaining a more modest requirement. In 1883 Dr. Barnard was supported in his annual plea by a great petition signed by more than a thousand citizens of New York, both men and women. This petition had been set in motion by a meeting in 1882 at the Union League Club—of all places—presided over by Parke Godwin, editor of the *Evening Post*. One of the speakers was Bishop Potter, who said that: “To provide the best teachers and the best teaching for women is to do the best service for the glory of womanhood and the good of men.”

The Reverend Morgan Dix, the respected and beloved rector of Old Trinity, the richest and most powerful church in New York, was so horrified by the suggestion of coeducation that he delivered an eloquent lecture in which he specifically denounced it as destructive to the modesty of womanhood, and tending to the “fantastic proceedings of female suffrage.” He argued against any higher education for woman except that which would directly fit her for her home duties, since any woman not protected by a man as his wife, mother, or daughter could be regarded as a negligible exception to a general rule.

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Under these circumstances the outlook did not seem promising; but Dr. Dix was to prove, as often happens, that a person who is thinking deeply and sincerely, even if adversely, on a subject may be more just and helpful in his actions than those who are utterly indifferent. A temporary solution of the conflicting views came in 1883 when Columbia agreed to establish the Columbia Collegiate Course for Women. Today the proposal seems a trifle ungracious—for all it recommends is that the Columbia Faculty should examine women for entrance into a four years' course, and at fixed periods afterwards, and should finally grant a degree. Columbia offered no assistance, nor even advice, as to how or where women could obtain the necessary instruction to enable them to pursue this course. It said in effect: if you educate yourselves, we will guarantee that you have done it, but do not come to us for your education. Nevertheless, it was the opening of the door—a mere crack, but still an opening.

As a matter of fact, the necessary instruction was so difficult and probably so expensive for women to obtain that, in the four years that the course was offered, only about thirty girls applied.

Among these was a remarkable young woman. The trustees had little prescience of the dynamic force they were introducing into the environs of their academic peace when they admitted Miss Annie Nathan. A very beautiful and intelligent girl, born into one of the oldest

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and most respected Jewish families in New York, she was fired with the sort of enthusiasm for the cause of woman's education that simply cannot be denied. After a few months of studious endeavor, her sense of the inadequacy of the "Collegiate Course for Women" led her to interest others in the effort to secure genuine college instruction. She found a loophole in a paragraph in the adverse report of the Columbia committee. This paragraph, which was really the seed of Barnard College, said:

When a school of this kind thoroughly furnished for its good work, and conducted with due regard for the laws of physiology and hygiene, and reverence for the principles of the Christian Religion, shall ask recognition, we think that a way will be found to connect it with the University system, and to secure to it the advantages of the personal attendance of our College Faculty in its several branches of instruction.

Miss Nathan, by this time Mrs. Alfred Meyer, saw that the cause of woman's education had suffered a setback in the opinion of the public owing to the small number of women who, as the years passed, had applied for the Columbia certificate—the opponents could and did say with some show of truth that women didn't really want a college education. Mrs. Meyer wrote an article for the *Nation* in which she ably showed that women's lack of enthusiasm was the fault of the course and not of the women. This was the first broadside in the campaign for Barnard College.

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In the meantime Bryn Mawr had opened and was giving a slightly new tone to the whole problem—a tone of cloistered, aristocratic intellect. Some of the more conservative parents in New York allowed their daughters to enter these Jacobean Gothic halls. Bryn Mawr's existence doubtless made it easier to bring another college for women into being. Furthermore, graduates of the various women's colleges had been making a good impression in these last ten years.

There had been also a growing interest within Columbia itself in this feminine thirst for knowledge. Influential members of the Board of Trustees, notably Seth Low, Frederic R. Coudert, and J. W. Harper, proved themselves friendly and active in the preliminary plans of the "persistent agitators," as Dr. Dix had called them. And more than one member of the faculty openly expressed cordial willingness to teach women students, if necessary without compensation.

Again the trustees of Columbia were petitioned—not to do anything so radical as to open their doors to women students, but to coöperate in the establishment of a separate institution offering education that should be identical with, or equivalent to, that provided by Columbia for men. The names signed to this new petition were fewer than to the earlier one, some fifty-odd—but they were all names carefully selected to impress not only the trustees but the general public—such names as Richard Watson Gilder, the editor of the *Century Magazine*;

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Mary Mapes Dodge, the adored editor of *St. Nicholas*; Josephine Shaw Lowell; George William Curtis; Dr. Mary Putnam Jacobi; Chauncey M. Depew; Melvil Dewey; Governor Fish.

+ Of course such signatures did not drop unasked from heaven. The owners required information and sometimes persuasion before they were willing to affix their names. Mrs. Meyer has described the difficulty of getting interviews with eminent people before the days when appointments could be made by telephone and kept by means of a taxi-cab. Such work was indeed a good deal more exhausting to the female frame than the dreaded demands of the higher education.

~ This time the answer of the Columbia trustees was more favorable. They were ready to recommend the establishment of a college for women in connection with Columbia, but they made certain reservations. Kindness and dubiety appear in equal measure in their full resolution which ran as follows:

Resolved: That the Trustees of Columbia College approve in its general features the plan proposed by Certain Friends of the Higher Education of Women of providing a building near the College in which women pursuing collegiate studies can have the same Professors and Instructors, the same advantages of tuition which are enjoyed by men in the College; but that they can not give at present any official sanction to the plan. In reference to any such official sanction in the future, it should, in the opinion of the Board, be subject to the following conditions:

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1. The building to be acquired by the friends of the movement, and without pecuniary aid from the College, or incurring any pecuniary obligations by it.
2. The property to be held, and the instruction managed by an incorporated Association, the Trustees of which, and its name, constitution and regulations should be approved by the Trustees of the College.
3. The Building to be used for the purpose of instruction only, not for lodging or boarding students.
4. Instruction to the women students to be given exclusively by Professors and Instructors in the College, independently under arrangements with them, which shall not interfere with their primary duties to the College.
5. Any connection between the two institutions to be subject to the right of the College to terminate it, upon proper notice, if found not to work satisfactorily.

Accepting joyfully this cautious endorsement, the Friends of the Higher Education for Women proceeded at once to form a Board of Trustees. Within six months' time a provisional charter was obtained, the name chosen, a house leased, instruction planned, administrative details set under way, and an Announcement issued.

The only financial backing of the new college was the promise of fewer than fifty people to give \$100.00 a year for four years.

The members of the first Board of Trustees of Barnard College were:

Mrs. Francis B. Arnold	Mrs. William C. Brownell
The Rev. Arthur Brooks	Mrs. Joseph H. Choate
Miss Helen Dawes Brown	Frederic R. Coudert

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Noah Davis	Francis Lynde Stetson
George Hoadley	Mrs. James S. T. Stranahan
Hamilton Wright Mabie	Mrs. James Talcott
Mrs. Alfred Meyer	The Rev. Henry Van Dyke
George A. Plimpton	Miss Ella Weed
Silas B. Brownell	Miss Alice Williams
Mrs. John D. Rockefeller	Mrs. Frances Fisher Wood
Jacob H. Schiff	

To these people, none of them now living with the exception of Miss Brown and Mrs. Meyer, every Barnard graduate owes a debt of gratitude; this volume would be doing less than its duty if it did not so describe them as to make them live again, since most of us find it difficult to feel gratitude to a mere list of names. Unfortunately this is impossible; but a few words can be said about the officers of the first Board.

The first chairman was the Reverend Arthur Brooks, the rector of the Church of the Incarnation. Like his brother Phillips Brooks, he was a tall, exceedingly handsome man, high-minded, determined and witty. When he was first asked to take the chairmanship, he refused, feeling he had no spare time to give, but on thinking the matter over he changed his mind. "If I am the right man," he said, "I will undertake it, even though I have to give up other work." It was a fortunate decision for Barnard. He had, as Mrs. Putnam says of him, the special gift of being able to "convince people who had not felt it that there is such a thing as hunger and thirst after

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learning." He represented the college before the public, and was indefatigable in speaking on its behalf, both in small and large groups. He shared with Miss Ella Weed the administrative duties and responsibilities which in those early days had not become differentiated. In relations with students and their parents his time was freely given. In every side of the constructive work his enthusiasm, sincerity, and resourcefulness were of incalculable value.

Mrs. Joseph H. Choate—the wife of the celebrated lawyer who was later the American Ambassador to London—was the vice-chairman. Her name would have been valuable on any board, but Mrs. Choate contributed much more than a name. Outwardly a quiet, sedate New England woman, she had all the New Englander's passion for things of the mind, and a force of character that her brilliant husband used to say made her a terrifying power for anything she thought right. She thought Barnard right, and served it to the best of her ability until the day of her death.

Hamilton Wright Mabie, author, essayist, and editor of the *Outlook*, accepted the position of secretary. Mr. Jacob H. Schiff, one of the first citizens of the country, consented to become treasurer.

Miss Ella Weed, who had long been among the active workers for the new college, became head of the Academic Committee. With rare executive qualities and clear vision she gave form and substance to the whole project.

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Miss Weed was born in Newburgh, New York, and graduated from Vassar with honors in 1873. She had taught in several girls' schools after her graduation, and made a specialty of preparing her students for college—preparing them so well that it became a commonplace at Vassar that her students were star pupils. To a vivacious personality she added a quality not so common among those who charm easily—she was a tremendously hard worker. There was no phase of Barnard's early life to which she did not contribute hard work—in turning that collection of bedrooms in a brownstone house into a semblance of classrooms, in raising money, in holding back too eager pupils, and stimulating the backward, in creating confidence on the part of parents, and above everything in selecting and inspiring the young instructors who came down from Columbia charged with this odd new duty—teaching girls.

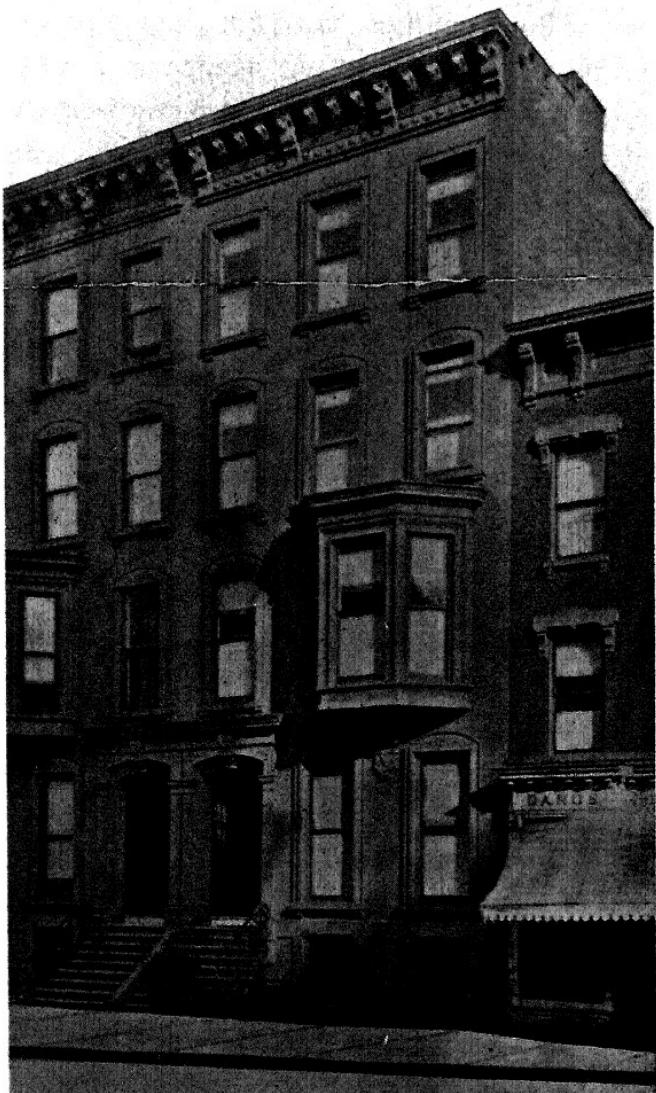
Most colleges begin with an endowment, a tract of land, or at least with the conviction of the whole community that a college is what it needs. Barnard began with nothing but an idea in the heads of a band of enthusiasts, and the history of fifty years is the story of the practical accomplishment of an ideal. Probably no institution was ever founded more purely on faith.

CHAPTER TWO

Three Forty-three Madison Avenue

THREE FORTY-THREE Madison Avenue was a four-story brownstone house built according to the plan which New York builders of the early days seem to have imagined was the only possible way of utilizing a lot twenty-five feet by one hundred—that is to say, it had a high stoop, a long narrow hall with stairs, a long narrow room on the right, a wider room across the back, three stories of bedrooms, and in the basement a kitchen and laundry. Imagine the austerity of such a house swept clean of all rugs and furniture except chairs with wide arms and a few desks for professors and executives. In this house the first class gathered in October, 1889—some twenty women, though of these only nine were actually working for a degree.

There had been entrance examinations in the spring, held at Columbia, which then occupied an entire block at Madison Avenue and 49th Street. A woman on that campus was still an unusual sight. One of the girls describes making her way through staring students, trying to find the place to register. The janitor directed her to the President's room. She pushed her way through more



THREE FORTY-THREE MADISON AVENUE
AS IT WAS IN 1889

THREE FORTY-THREE

staring young men, and finally took her stand in a long line waiting to register. She wondered—a characteristic note of the times—whether she would be obliged to hold her place, or whether the men would allow her to go to the head of the line. At last President Drisler, successor to Dr. Barnard (who had died the previous year), appeared, took her under his wing, and escorted her to a small room downstairs, where to her relief she found Annie Nathan Meyer in charge of the registration of Barnard women.

A week before the opening of college a second set of entrance examinations was held at 343 Madison Avenue. The Barnard catalogue had announced that these examinations would be identical with those taken at Columbia. This identity was important. In those days it was generally doubted whether girls would prove themselves able to pass the same papers as their more robust-minded brothers.

There was some distress therefore among the Barnard authorities when it was discovered on that Wednesday morning that the entrance examinations in mathematics were not the same—were in fact entirely different from those offered at Columbia. The reason for this was that Dr. Van Amringe, head of the Columbia mathematical department, had absolutely refused to allow his examination papers to go out of his hands for any reason whatsoever.

Mrs. Meyer gives an amusing account of this episode in

her book, *Barnard Beginnings*.* She realized quickly that this difference might be fatal to the new college. She could not be quieted with assurances that the Barnard examinations, made out by Barnard's own mathematical instructor, Dr. Fiske, were probably more difficult—that wasn't the point. Barnard had promised that the papers should be identical, and identical they must be. She induced Miss Weed to delay holding the examination until she, Mrs. Meyer, could go to Columbia and interview the recalcitrant Dr. Van Amringe—a task that required courage, for he was known to be a gentleman with a quick temper, a sarcastic tongue, and a complete indifference to the education of women.

Mrs. Meyer found him, she says, in his study, visibly annoyed at what he considered much ado about nothing. He tried to sweep her out with a general assertion that Dr. Fiske's papers were excellent—better than anything he himself could write. But Mrs. Meyer was not so easily dismissed.

"That's not the point at all, Professor Van Amringe," she said. "I have no doubt it's a splendid examination that Dr. Fiske has written. I even believe what you say—that it's better than you could write. But I ask you, if tomorrow's newspapers say that the Barnard girls did not have to pass the same examinations in mathematics as were given to the Columbia boys, what will the world think?"

* Annie Nathan Meyer, *Barnard Beginnings*. Boston, Houghton Mifflin Co., 1935.

THREE FORTY-THREE

—that they were more difficult, or that they were easier?"

A mathematician could hardly fail to yield to such inexorable logic, and Dr. Van Amringe sent the papers to Barnard by Mrs. Meyer.

It is amusing to recall in this connection that Barnard students were examined under numbers, never under their names. For a long time everything that could be thought of was done to secure impartiality in this matter of equal education.

The group of students increased during the first winter, but did not strain the capacity of Barnard's lodgings. The space was arranged as follows: the two large rooms on the first floor—the parlor floor as it was called—were used as classrooms, while the butler's pantry at the back served as a locker room. On the next floor the large front room was rented for two years to the Women's University Club, but after that was taken back and eventually used as a lecture room. The large room at the back and the small hall room were occupied jointly by Miss Weed and the secretary, Miss Elizabeth O. Abbot—a joint occupancy rendered easy by the fact that Miss Weed continued to teach at Miss Brown's school in the morning, and came to Barnard only in the afternoon. The floors above were used as laboratories and studies.

In the basement lived Mrs. Kelly, the janitress, ruling her own territory with a rod of iron. Mrs. Kelly looked after the house, and also constituted herself a sort of unofficial chaperone. Let any girl linger unduly for an

THREE FORTY-THREE

afternoon conference with some attractive young instructor, and Mrs. Kelly was likely to be found standing on the stairs, expressing disapproval in every line of her solid figure. Her icebox in the basement hall was a favorite meeting place for informal committees, while Mrs. Kelly provided her famous soup and sandwich luncheons.

Jimmy, a colored boy of great dignity and kindness of heart, presided at the front door. He knew every student, her courses and hours, and whether or not she was overcutting. Professor Brewster remembers Jimmy calling his attention to a dazzling row of A's going up on the bulletin board to the credit of a freshman after her first mid-year examinations. "I think that young lady will make a scholar," Jimmy remarked. His prophecy was correct, for the freshman was none other than Virginia Gildersleeve.

The college at first offered only six subjects under six Columbia instructors—mathematics under Dr. Thomas Scott Fiske, Latin under Dr. Nelson G. McCrea, Greek under Dr. Mortimer Lamson Earle, English under Edward B. Wasson, French under Bernard O'Connor, and German under William H. Carpenter. These instructors formed Barnard's first faculty, and many of them soon became prominent in the world of scholarship. The only choice offered to a student was whether she would take French or German.

When philosophy was added to the Barnard curriculum, a young professor in the department at Columbia refused to give his course twice and invited the girls to

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come to his lectures at Columbia. Unfortunately this simple solution proved to be contrary to the by-laws of the older college; but the professor knew an answer to that—to change the by-laws. This was done with an ease that surprised those who had not yet taken the measure of this young professor's executive ability, and from then on the Barnard girls went to Columbia for the lectures of Dr. Nicholas Murray Butler. "It saved my time," he explained, "and Barnard's money."

From its early days, Barnard was able to offer extraordinary opportunities for the study of botany—a science which even the most conservative considered suitable to feminine minds. In the second year of Barnard's existence, Dr. Emily L. Gregory offered to give her services without pay to organize the new department. Dr. Gregory's case is worth recalling for it showed Columbia's characteristic attitude—an attitude which has been described as fair play tempered with generosity. Dr. Gregory was a graduate of Cornell, she had received her doctor's degree from the University of Zurich, and she came to Barnard from the University of Pennsylvania, where she was the only woman up to that time to be honored with a fellowship. Everyone was eager naturally to accept her help; but the terms of the agreement with Columbia forbade Barnard to accept instructors who were not affiliated with the older college. It looked for a time as if Dr. Gregory's offer must be refused. Then Columbia met the situation by appointing her as lecturer on the Physiology

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and Anatomy of Plants—the first Columbia appointment to a woman. At the opening of the following year, she was in charge of Barnard's department of botany—which she developed with marked success up to the time of her too early death.

After little more than a year Miss Abbot resigned the position of secretary, and Mrs. N. W. Liggett became Barnard's first registrar. It is a sign of the times that Miss Weed considered that one of her chief qualifications for the position was her "clear rapid penmanship." The typewriter had not yet completely replaced the pen. The clarity of Mrs. Liggett's writing was sometimes the cause of anguish to Barnard undergraduates. The custom was to post examination results on a bulletin board in the main hall, and failures were put in red ink. Many a student has seen those well-rounded red F's from afar, and wished that Mrs. Liggett's hand were less legible.

She was a recent graduate of Vassar, and was teaching at the Packer Institute in Brooklyn when, going back to Poughkeepsie for Commencement, she was introduced to Miss Weed, who was then looking for the right person to replace Miss Abbot—someone on whom she could rely for judgment and energy and common sense. She found them in full measure in Mrs. Liggett. The head of Packer strongly advised Mrs. Liggett against accepting the offer—the whole idea of Barnard seemed to him extremely experimental, but Mrs. Liggett was perhaps attracted by its very madness. An executive position was more to her

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mind than teaching, and she came to Barnard, and remained there for thirty-five years.

She was the first and perhaps the most important contact the entering student made with her new college—a tall, slim, dark-eyed woman, soon prematurely gray, she created that atmosphere of cool common sense that has remained a distinguishing trait of Barnard to this day.

One of the students remembers arriving in Mrs. Liggett's little office, agonizing over a geometry examination—had she passed it? The whole future—the whole world—seemed to depend on the answer. She recalls how she was steadied and brought to a more normal frame of mind by Mrs. Liggett's answer, which was: "Throw back your coat, and let me see your new spring blouse."

The functions of registrar and bursar which she at first combined do not necessarily lead to popularity; nor did Mrs. Liggett exercise them with any undue degree of softness; yet she unquestionably possessed more of the respect and intimate affection of the undergraduates than any other figure of those early days.

For the trustees these years were a time of great anxiety. One of the most pressing academic questions was that of special students. A great many women of all ages from New York, Brooklyn, and the suburbs saw an opportunity of dropping in for a class or two without submitting themselves to the rigors of a set curriculum. It was a tradition of Columbia to encourage special students. When the law school first opened in 1794, the first

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group who availed themselves of Professor Kent's celebrated lectures consisted of "seven students, and thirty-six gentlemen, chiefly lawyers and law students who did not belong to the college."

Like those thirty-six gentlemen, Barnard's special students were of immense value—not only did they increase the income of the college, but they spread the knowledge of Barnard. On the other hand, they were not working for a degree, they did not represent the object for which the college had been founded, and, as their number increased, they threatened to swamp the regular undergraduate body. The barrier that kept many special students from becoming regular was Greek. Greek was required at Columbia, and Barnard was pledged to the same requirement. Great pressure was exerted upon Miss Weed in those early days to relax the entrance requirements in Greek on the ground that as no girl's school offered it as part of its regular work few girls could meet the demand. Fortunately for Barnard Miss Weed was firm. She saw clearly that for the present at least no relaxation of standards for entrance must be permitted. "When all is said and done," she wrote in her first report to the trustees, "it is the instruction and the instruction only that makes the college. The number of students does not make the college, and may be an evidence of low standards and doubtful methods."

It was a decision particularly hard to make in view of the college's financial straits. Tuition fees of special stu-

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dents, if encouraged, would probably have solved the current problem—and the problem was desperate. The Treasurer's Report for that first year sounds almost incredibly meager today; yet it was formidable then.

EXTRACT FROM THE
MEETING OF TRUSTEES AND ASSOCIATE MEMBERS
OF BARNARD COLLEGE
NOVEMBER 21, 1890

REPORT OF FINANCE COMMITTEE
(Presented by the Secretary, Mrs. Alfred Meyer)
TO THE TRUSTEES OF BARNARD COLLEGE:

The Finance Committee presents herewith the report of the Treasurer as under November 13th, which explains itself.

The Cash on hand amounts to \$ 4,181.17

To which, for the purpose of making a budget,
may be added estimated receipts from tuition
fees, annual subscriptions yet unpaid, etc.,
about 3,000.00
Making a total of about 7,000.00

The Expenditures up to October 1st, 1891, will
be about as follows:

Rent	\$3,250.00
Salaries	9,037.50
Wages	385.00
Examination Fees, about	200.00
Neustadt Fund	200.00
General Expense, about	<u>500.00</u> \$13,572.50

So that we are almost certain to have a deficit
of about 6,500.00

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This deficit could probably be provided for by asking for subscriptions from friends of the College to cover it, but the same trouble will recur every year, and by continually asking for temporary assistance, the College will only tire its friends, and lose them.

Your Committee considers it therefore of the highest importance that the most earnest efforts be made on the part of the Trustees to secure at once a permanent endowment. It has been suggested that subscriptions toward a permanent fund be solicited in amounts of \$5,000, and that the subscribers to this fund be known as founders. Actual promises of two and possibly four such subscribers have already been made, provided a minimum sum of \$100,000 can thus be raised, and your Committee desires to impress upon the Trustees that they must use personal efforts to secure additional subscribers, if the permanency of Barnard College is to be secured. All that is left to be done, to place the College on a permanent basis, is to solve the financial question. We have the moral and active support of Columbia College and the hearty co-operation of its faculty; we have the students as well as an efficient administration, so that all problematical questions have been most satisfactorily solved; but we must now look to public spirit to give to the College the financial support to which, your Committee believes, it has already proven itself to be entitled.

Respectfully submitted,

By order of the Finance Committee

(Signed) JACOB H. SCHIFF
Chairman

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TREASURER'S REPORT

November 13th, 1890

<i>Receipts</i>	<i>Disbursements</i>
Balance on hand,	Salaries
May 9, 1890..... \$2,085.23	\$1,886.50
From Annual Sub- scribers	Wages
scribers 3,525.00	167.50
Donations	Rent
800.00	1,625.00
Entrance Examina- tion Fees	Coal, Wood and Gas
65.00	42.36
Tuition Fees	Printing and Station- ery
1,045.00	105.10
Tuition Fees, Chem- istry	Books
300.65	71.42
Tuition Fees, Botany	Advertising
440.00	308.87
From Mr. S. Neu- stadt, Acct. Bot. Laboratory	Examination Fees ..
200.00	200.00
University Club Rent	Returned Tuition Fee
150.00	25.00
Special House Fund.	Expense Account,
100.00	Bot. Laboratory ..
Executor of Est. of C. M. DaCosta to pay his subscrip- tion for 1890, 1891, and 1892	Expense Account,
300.00	House Furnishing. 246.52
	General Expenses .. 121.44
	Balance on hand ... 4,181.17
	<hr/>
Nov. 13, 1890, on hand	\$9,010.88
	<hr/>
	\$9,010.88

(Signed) JACOB H. SCHIFF
TreasurerThe students of today who take it as a matter of course
that all buildings and equipment should be kept in per-

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fect order by the Committee on Buildings and Grounds would be surprised to see a letter from Mrs. Francis Arnold, House Committee of one, who struggled with these problems entirely alone. She writes—in longhand—to say that she feels she really must spend \$120.00 on putting the floors and blackboards in order, and that she would like very much to spend an additional hundred on bookcases for the study, chairs for the professors, and a strip of carpet for the two upper halls—to say nothing of an extra \$46.00 for putting the front door in thorough repair. Does the treasury, she asks, justify these expenditures?

This Arcadian simplicity could not long endure. Every year expenses increased, and to make matters worse, the pledges of the original donors were to expire at the end of the fourth year. In November, 1892, the trustees issued an urgent appeal for funds. The moment was indeed critical. For the first time the college had its full complement of four classes, and in the spring would graduate its first senior class. The increase in attendance was satisfactory—from a freshman class of nine in 1889 to one of twenty-seven in 1892. But while the income from tuition had risen to \$10,000, the expenses had jumped to \$25,000. The trustees were facing a probable deficit of \$15,000. Columbia had agreed not to sever the temporary relationship for four years, but the trustees of Columbia must have been studying that budget with a good deal of doubt. Worst of all, it was known that Columbia was

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soon to move to its beautiful site on Morningside Heights. Barnard must go too, or cease to exist. But how was she to go? Without funds, even for current expenses, she lacked not only endowment but as yet a body of alumnae to help work for endowment.

It was during this year that a series of nine signed articles edited by Annie Nathan Meyer appeared in the columns of the *Evening Post*, sagaciously presenting the aims and significance of Barnard College. Another effective piece of propaganda was the addition of a group of Associate Members to the Board of Trustees, New York women of important prestige and wealth.

This was the situation when Mr. Schiff resigned as treasurer; who indeed could blame him? He had taken up the burden with a full conviction of the excellence of the cause. He laid it down with regret, but his reason did him credit. He was shocked by the lack of response of the public to Barnard's needs. He says in an interesting letter to Miss Weed: "I feel that it is undignified to carry on an educational institute of such high aims by begging from door to door, and I can see the time coming in the future when even this device will no longer avail." That his resignation indicated no lack of interest in Barnard is made clear by all his superb generosity during the following years, culminating in the splendid gift of Barnard Hall.

He was succeeded in his difficult and ungrateful task by George A. Plimpton. When Mr. Plimpton became

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treasurer, Barnard was lodged in a small rented house; the total assets of the college were two bonds for a thousand dollars each, donated by Mrs. Esther Herrman to establish a botanical prize; and the unpaid obligations were \$16,000. When he died in 1936, still treasurer, Barnard had long been settled in its Morningside buildings, and was still expanding, while its financial assets amounted to nearly ten million dollars. It would be difficult to exaggerate the part Mr. Plimpton played in effecting this change.

A great college treasurer, he had an intense faith in the cause, and believed that he was giving a possible donor the greatest privilege in the world in contributing to it. He showed genius in his way of meeting the right people in the right way, and presenting to them what seemed to him the glorious truth about New York's college for women.

In the course of raising money, Mr. Plimpton had varied adventures which he would tell with his characteristic chuckle. Once he and the Dean went together, hopeful but uninvited, to a certain house in Fifth Avenue, and were asked by their hostess how they had dared to come —how did she know they had not come to steal the objects of art from her mantelpiece? Once he happened in at a family dinner on New Year's Day, and had no sooner announced the object of his visit than he received \$5,000 from the head of the family.

Once he called, as usual without personal acquaintance,

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upon an irritable millionaire who was deeply incensed that he should be supposed to take any interest in the mere existence of Barnard. But shepherding his unwelcome visitor toward the front door, he led him past some paintings. Mr. Plimpton's criticism happened to rouse the owner's interest, and he turned back and took his guest over the entire collection. In return, as Mr. Plimpton tells us, "I suggested that I could call for him the next day, and take him to visit my collection of books and manuscripts. The next day it rained hard, but I was there with a cab, much to his surprise and, I am sorry to say, disgust. We spent several hours on books and manuscripts, and when I left him at his doorstep, and had got some twenty feet away, he called me back. 'You told me something about a blank college you were interested in,' he said. 'I don't care anything about your blank college, but you seem like a good fellow. I'll give you \$25,000.'"

The first great gift to Barnard, however, did not come through Mr. Plimpton but through Mr. Frederick Waite, who had succeeded Hamilton Wright Mabie as secretary of the Board of Trustees. He persuaded Mrs. Van Wyck Brinckerhoff to give a building fund of \$100,000 on condition that the trustees could secure a site near Columbia University within four years. Through the united efforts of the trustees, the undergraduates, the faculty and, above everything, by the tact and industry of Mr. Plimpton, \$160,000 was raised, and the first land on the Heights—the block between 119th and 120th streets—was bought.

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The largest contributor to this fund was Mr. John D. Rockefeller, who gave \$25,000, and the smallest was an anonymous donor who sent \$25. A few years later Mrs. Josiah W. Fiske gave Fiske Hall. Then Mr. Rockefeller offered to give Barnard \$200,000 for endowment on condition that a similar amount should be raised. This too was accomplished after gigantic struggles. Other great benefactors were General Horace Carpentier and Mrs. A. A. Anderson, each of whom gave about two millions in land or endowments a little later.

Mrs. Anderson's interest in the college dated from a morning meeting in a private house—one of the many arranged in the hope of stimulating conservative interest in Barnard. The hostess of the day was discouraged to find that only about a dozen came. But among those twelve was Mrs. Anderson, brought by Mr. Plimpton. She was so deeply interested that after the meeting she decided to give \$100,000 for a building. Her benefactions continued and increased. There is no one whom Barnard women hold in more grateful memory than Elizabeth Milbank Anderson.

It is interesting that Barnard's first three buildings—Brinckerhoff, Milbank and Fiske—were all given by women. One of the first large endowment gifts was also the legacy of a woman, Miss Emily O. Gibbes.

CHAPTER THREE

Bryn Mawr Gives Barnard a Dean

ON THE DEATH of Miss Weed, the trustees appointed Barnard's first dean, for Miss Weed's title had been Chairman of the Academic Committee. The trustees showed courage and wisdom in their choice—courage because Emily James Smith was still a very young woman; wisdom because she had the brilliance and originality of mind which the college needed to foster and guide it. Many heads were shaken over her youth, and the question was debated—as it is so often over academic appointments—whether youth is an asset or a liability.

One of the trustees wrote when the decision was made: "She certainly has the finest opportunity of any woman in this country, if she is only equal to it." Equal to it she certainly was. She was a youthful-looking woman, rather small than tall, with pale golden hair, and a lightning flash of wit and intelligence in her bright blue eyes. She had been a member of the first class to graduate from Bryn Mawr, and one of the first American women to study at Girton College, Cambridge. On returning to this country, she continued at the University of Chicago, under Dr. Paul Shorey, the studies in Greek which made

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her at twenty-nine a distinguished scholar in her own right.

She made a deep impression on the undergraduates—not always quite to their liking; they found her quick, sophisticated humor often rather mystifying. She discouraged too great solemnity; she made it seem an amusing adventure to be getting an education against the will of the world. She cleared feminist thinking: "We at Barnard," she once said, "are not greatly concerned in arguing what women can do, or even what is truly feminine. We are interested in opening every sort of opportunity to women, and then we shall quickly discover what women can do, or even what is truly feminine." On one occasion she told a sophomore, hesitating as to whether or not to accept an invitation to leave college and travel for six weeks: "The decision must be yours, and whichever way you decide, I'll guarantee that you'll be sorry."

In one of her early reports she speaks of the advantages of a close connection with a college for men, because it will keep before the girls: "A reasonable ideal of attainment, more reasonable than girls by themselves are willing to put up with, because women, being as yet *nouveaux riches* in learning, are extravagant in it."

This last phrase had meaning for those who found, when they went to discuss their elective studies, a dean who could not be persuaded to approve a twenty-two-hour schedule of lectures with laboratory besides, or a senior year that included two Greek courses, Sanskrit,

EMILY JAMES SMITH



ELLA WEED



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mathematics and sociology. To her stern attitude against a student's overloading herself with work was due the small number of cases of nervous exhaustion that occurred during her regime. Such breakdowns would have hurt the whole cause of higher education, for there were still many who watched the experiment with hostile eyes.

Her prestige was increased by the fortunate accident that she was a Greek scholar. In those early days Greek was the intense intellectual excitement of Barnard students—the secret garden of the mind—the knowledge that separated the college woman from the schoolgirl. Nowhere, at home or abroad, had women a better opportunity for this study than at Barnard.

A strong current of delight flowed through the Greek classrooms, and influenced all undergraduate thought. When Professor Perry offered a prize to anyone who would memorize the sixth book of the Iliad, he found to his surprise that one member of the class had gone on and learnt most of the seventh. Barnard was fortunate in her first Greek instructors, Dr. Mortimer Lamson Earle, whose early death put an end to a brilliant career, Mr. Henry Jagoe Burchell, and, most of all, Professor Edward Delavan Perry. Professor Perry was not only a scholar with a profound knowledge of Greek and Sanskrit, but a man of warm sympathy and wide interest. He was a master of light verse and delicate turns of speech. Barnard never had a better friend. Even after he had passed his eightieth year, he would still take the trouble to come

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to Barnard parties—tall, spare, genial, and unconquerably witty.

It was a period of great intellectual intimacy between students and instructors. One of the latter writes: "The small group, the eagerness, the individual acquaintance of mind with mind stirred in the instructor a sort of electric kindling. It was not a matter of imparting knowledge, but of discovering needs and potentialities in a way usually possible only in post-graduate years. It made for maturity and enrichment on both sides."

The new dean gave a course in Homer to freshmen, and read Plato with the sophomores. A woman professor was a new experience—one, moreover, whose alert, detached criticism and light amused laugh seemed to relegate her students to the position of ingenuous children. The stimulating quality of her mind was something that those who had been exposed to it never forgot.

Enthusiasm for Greek continued outside the classroom, and expressed itself in the Greek Club. This was an organization of students, with some advisory members of the faculty, which met weekly to discuss such erudite subjects as the meters of Aeschylus, Greek Cosmic Deities, the Rites of Suppliants. The Ai-Ai Hui was a dramatic club, and, though serious in its attention to pronunciation and scansion, it had its lighter moments—Heracles could find no better club than a blackboard pointer when bringing Alcestis back from Hades, and the unfortunate Alcestis was chosen much against her will.

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because she was the only girl in the club small enough to make Heracles look large.

Even the hazing of freshmen was conducted as a ceremony with a Greek name—no less than “the Eleusinian Mysteries.” An air of dignity and mock solemnity prevailed, with incense, candlelight, and flowing robes. Each initiate laid her hand on the massive bulk of Liddell and Scott’s lexicon to repeat the Greek oath of allegiance to the college. It was an occasion of great heat, tension, and mystery; as classes became larger, more violent ideas were introduced, and a broken arm finally ended the mysteries forever.

Latin did not seem to exercise the same spell over undergraduate minds as Greek, though Dr. Charles Knapp’s courses in Horace were generally elected. It was Dr. Knapp who used to say to his freshmen that he and they were alike travelers on the road of learning, and the space between was so small, in comparison with the length of the road, that it need be no hindrance to pleasant companionship thereon. Throughout his long teaching life this was his characteristic attitude, and his students recognized that his passion for intellectual honesty and hard work were equaled by his kindness and enthusiasm. There was also a very popular course, familiarly known as the “hash” course, which gave a rapid general reading of Latin literature, from Ennius to the Hymns of the Christian Church. Later Professor Harry Thurston Peck opened to Barnard students a delightful university

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course of his, "Roman Life in Latin Prose and Verse," and this was elected by many of the classicists. At first Professor Peck had refused to open his courses to women, and was reported to have said that no woman was capable of taking a higher degree except through the favoritism of her teachers. This remark was much resented at Barnard, and the girls who took his course were alternately taunted for taking it, and exhorted to do their best to show him that he was wrong.

In the latter half of the nineties, nothing brought out more clearly the change in atmosphere between school and college than the subject of English. Entrance examinations were very mild. During the last years of school, *Silas Marner*, *The Vicar of Wakefield*, and the *Sir Roger de Coverley Papers* would be read and analyzed; the examinations would be made up of a few questions on the subject matter and on grammatical points. In contrast to this, freshman English was a shock—a stiff course for most girls. Long themes were required in four kinds of writing—expository, narrative, argumentative, and descriptive.

Harvard at this time led academic thought in the matter of teaching English—at Columbia certainly; probably at most colleges. Barnard students, being at that time an eager, somewhat uncritical group, without a gentle cynic among them, found Harvard's highly sophisticated and discriminating culture particularly stimulating and beneficial. Professor George Rice Carpenter was then head of

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the English Department at Columbia. He taught his students to hate sentimentality and fine writing, and to be aware, long before the days of T. S. Eliot, of the beauties of assonance and inner rhythms in prose and verse. He initiated the daily theme course which has continued through the years as one of the most popular, searching, and illuminating courses in college.

Another Harvard graduate who gave first and second year courses was so young that he could not have been much older than some of his pupils, and today is still with the college as Professor of English. Many an alumna can shut her eyes, and see those themes coming back with terse comments in red ink, in Mr. Brewster's handwriting—"Trite," "Lacking in unity," "What of it . . ."—comments very different from the gentle, encouraging amenities of school-day compositions, and much more stimulating to fresh endeavors. Perhaps the attitude of the English Department may best be judged by the general belief that in the course in argumentation it was always wiser to take the more cold-hearted side of any question—to argue that capital punishment should not be abandoned; that vivisection should not be forbidden.

The English Department also provided courses in literature. Seniors could elect work with Thomas M. Price, then senior professor of English at Columbia. Professor Price had been a young officer in Jeb Stuart's cavalry in the Civil War and a professor at the University of Vir-

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ginia, whence he brought something of the stately old-time culture of the South.

For a short time lectures on poetry were given at Barnard by a popular poet of the day, Richard Hovey. Happiest, perhaps, among literary memories is the personality of A. V. Williams Jackson. One of Columbia's most distinguished men, Professor Jackson combined profound learning with rare charm. He taught Shakespeare and Chaucer and Anglo-Saxon at Barnard, and Sanskrit, Persian, and Indian literature at Columbia—all with enthusiasm and distinction. Even then he was widely known, and during his long life of teaching and writing he became internationally famed and honored for his authoritative studies in the classics of the East.

In June, 1893, Barnard had graduated its first class, the eight who by their scholarship and character staunchly met the challenge on which so much depended. By 1896, when the fourth class, numbering twenty and exhibiting the same qualities, had attained the goal, trustees, faculty, and supporters of Barnard no longer questioned whether there was a real demand in New York for this college. The question was still occasionally asked, however—how does the work of women compare with that of men? Professor Fiske wrote, after five years of observation: "I am compelled to say that Barnard College has failed to demonstrate or even indicate the intellectual superiority or inferiority of women. It is interesting, however, to note that Barnard College has never yet had occasion to enact

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a disciplinary measure, or to administer discipline, and that it has never had an idler among its students." It is hard to realize today how much at the time this simple statement heartened college women and strengthened the hands of all who were working for the education of women.

One of the first accomplishments of Miss Smith was the solution of a problem which, though it may not sound spectacular, was of immense importance to the academic future of the college.

Some years before, the faculties of Philosophy and of Political Science at Columbia had voted to open their courses to women. The Faculty of Philosophy immediately made use of this permission, until ninety-two courses in philosophy proper, in psychology, logic, and education and in many languages and literatures were open to women on the same terms as men. "This great liberality," says the Dean's report for 1895, "is all the more valuable in that it came by degrees, by the gradual conquest of experience over scruples, whether reasoned or prejudiced."

But the Faculty of Political Science had not availed itself of its right to admit women, and in the face of the growing demand among all classes for instruction in history and economics Barnard found it embarrassing to be unable to take advantage of Columbia's extraordinary advantages in these lines of work. By the generosity of a then anonymous donor—now known to have been that

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ever-generous friend of education, President Seth Low—Barnard was able to solve the problem, and to open a new phase in the relation between the university and the affiliated college. The salary of three professors was guaranteed for three years. Now, if on the strength of this provision Barnard had set up an independent faculty of its own for graduate instruction, a schism would have begun which would ultimately have reduced Barnard to the condition of the undermanned but ambitious colleges in which this country is peculiarly rich. But a different path was followed. An offer was made to Columbia to pay the salaries of two additional professors in the Faculty of Political Science, and one in the Faculty of Pure Science, whose services should be rendered partly at Barnard and partly at Columbia, provided that for every hour given by them to Columbia a member of the existing Columbia staff should give an hour to Barnard. The offer was accepted, and for the first time Barnard did something more than pay its own way. By securing Professor John B. Clark from Amherst, Professor James H. Robinson from the University of Pennsylvania, and Professor Frank N. Cole from the University of Michigan to fill the new chairs, it added to the prestige and effectiveness of the great organization from which it drew its own strength. Under the Faculty of Political Science, courses were given at Barnard by Professors Mayo-Smith, Osgood, and Giddings as well as by the newcomers.

All these new professors shed great academic luster

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upon the college. Sociology under Professor Giddings became a particularly awakening course—the foundation of the extensive work in social studies characteristic of later periods in Barnard. Though there had already been lectures on sociology at Yale and Bryn Mawr, this was technically the first chair of sociology established in any American college.

This was a time of endless discussion of questions that the former generation had taken as a matter of course—as, for instance, whether or not a large, expensive entertainment like the Bradley Martin fancy dress ball justified itself in a time of great financial depression by the work it created. Students found it stimulating and still a little surprising to discuss such current topics in the classroom.

Another of the newer subjects of the day offered to Barnard girls in 1894 was psychology, a required study in junior year, taught by Dr. James H. Hyslop. No longer the “metaphysics and moral philosophy” of an older generation, this field as yet knew not the intricacies of Freud and Jung. But necessarily ignorant of complex and libido though they were, the students of this time had the advantage of studying their subject in a masterpiece of English prose—William James’s *Principles of Psychology*.

At 343 Madison Avenue the more permanent student organizations began. The Undergraduate Association was formed in 1892. Self-government, nowadays taken for granted, was still a hotly disputed theory. But the Bar-

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nard Undergraduate Association from its beginning was given full control of rules for the undergraduate body, and was never interfered with by trustees or faculty. Class organizations became increasingly important as the classes became larger. When the Class of '98 entered college, several of them showed a fondness for parliamentary law, and all of them had a propensity for argument. Momentous questions were spread upon their records—how and when to wear cap and gown—was a dollar and a half enough to give Mrs. Kelly for whipping the cream and washing the dishes at a class party. Such resolutions were argued long and bitterly. Under the auspices of '98, Robert's *Rules of Order* came into its own at Barnard.

The formality and decorum of that generation were reflected in college life. Unless they were already friends students addressed each other as Miss So-and-So, and some of the early contributions to the college annuals are signed "Miss" before the author's name. One of the first acts of the Undergraduate Association was to call before it and reprimand one of its members who had done nothing more heinous than to give a few items of innocent Barnard gossip to the Columbia undergraduate paper. Evidently those were times in which a woman's name could still be "bandied." All juniors and seniors who went to Columbia for lectures were over-conscious of the necessity for circumspect manners when sharing the classroom of men students. However, a student who transferred to Barnard after two years in a

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New England woman's college says, reminiscently, that she felt that Barnard had considerably less of that "blue-stocking" deadly seriousness than prevailed in the other college. There was a liberating atmosphere of humor, balance, and common sense at Barnard.

Athletics did not exist, of course, on Madison Avenue, but gymnasium facilities were provided in the Berkeley gymnasium near by. Students who dutifully went there once or twice a week put on heavy dark bloomers—full-pleated and below the knee—shirtwaist, long stockings, and flat-soled gymnasium slippers. Flourishing dumb-bells and Indian clubs while someone played marches on the piano, and occasionally swinging out in mid-air on the trapezes, was for most girls of dubious profit. The Dean, remembering the varied athletic sports at Bryn Mawr, and looking ahead for Barnard, with sane, clear vision, pleaded in one of her reports for a building of physical welfare—"It is so important," she said, "that it should be put first among our needs, and built one story at a time if necessary."

When in the autumn of 1896 the walls of "343," as it was affectionately known, were bursting under the pressure of four classes in attendance that totaled 238 registered students, there was a welcome incident in the dedication of Brinckerhoff and Milbank halls. Columbia had begun building on the great property it had acquired sometime before (still known as Bloomingdale) on Morningside Heights, and as the move was to be made

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the next year, anticipation became concrete for Barnard too in this dedication ceremony.

The Dean's report (1897) says that the contents of the cornerstones represent practically a history of the movement for higher education for women in New York. The list of documents includes: (1) petition for coeducation, rejected in 1883 by the Trustees of Columbia; (2) copy of the Life of President Barnard, with an account of his ever-memorable efforts in behalf of women; (3) *The Nation* of January 26, 1888, containing Annie Nathan Meyer's letter which originated the movement to establish an affiliated college; (4) photographs of Dr. Arthur Brooks and Miss Ella Weed, of whom Barnard College is in large part a memorial; (5) documents showing the gradual acquisition of property by the corporation; (6) Dean's report for 1895, with statement of the existing conditions between Barnard College and Columbia University.

It was an impressive procession which came to a pause, surrounding the young Dean and the undergraduates and alumnae at the Brinckerhoff cornerstone; it included President Low, thirty or forty trustees of Columbia and Barnard, and groups of the faculty, all in academic robes and hoods. Bishop Potter in his address said that there was one trustee of Columbia whose participation in this ceremony was enough in itself to indicate the progress made by Higher Education for Women. This of course meant Dr. Morgan Dix, a little doubtful still, perhaps,

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but no longer hostile to the cause which he had so long opposed.

The plans for the Barnard buildings, drawn by Lamb and Rich, placed the library on the second floor of Milbank Hall. One room full of books would seem to be a modest library for even a small college, but at "343" there was not so much as that. There were books, to be sure, that belonged on a few shelves in the front study room, but they could seldom be found there, and some were falling to pieces. It was the custom for a professor who gave assigned or recommended reading to bring in books by the armful from his own library, or taken out on his card from the Columbia Library, and to leave them with us for a month or two. The Columbia College Library at 49th Street and Madison Avenue was at first open only to juniors and seniors, and there was always a sense of being merely politely tolerated there, with a few study tables reserved in upper alcoves. The mellow atmosphere of that beautiful Gothic interior with its stained glass and deep recesses was something to remember. But the resources of the magnificent new Low Memorial Library were to be open to all classes, and that was something to look forward to.

At last the autumn of 1897 saw the great move made. The college was quietly installed in the two new buildings, whose beauty and comfort had immediate effects on mental attitudes—the theater, the lunchroom, the large light classrooms so different from the meager

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rooms downtown. The greatest change perhaps in the move to the Heights lay not so much in the splendor of the new buildings as in the beauty of the view from their windows. There were then no buildings between 119th Street and 125th Street, and nothing but open lots to the south for many blocks. It was possible to look down upon the broad stretches of the Hudson River where shad nets were set out in early spring. The Columbia crews at practice in rowing shells; lazy old-time "working sloops" coming down from the brickyards fifty miles up the river; morning and evening, the passing of the *Mary Powell*, queen of river steamers for three generations—these were all familiar sights. The river became a part of college life and alumnae memories.

Again the Palisades grow dark,
The morning winds have left our heights,
Our river shows a gleam of gold,
And one by one spring up far lights.
How oft those lights have called us home,
How well we know that sunset glare.
O, classmates, shall we ever find
New hills, new rivers quite so fair?

New surroundings encouraged undergraduate activities. Juniors had before this several times successfully arranged a Junior Ball, but it had always been given in a simple way, twice in the gymnasium of a West Side school by invitation of its principal, Miss Louise Veltin. Now Brinckerhoff Theatre, with seats removed, proved

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a delightful ballroom, and juniors enjoyed being hostesses under their own roof, with faculty wives and class mothers as chaperones after the fashion of the day. Columbia dances in the huge gymnasium added gaiety.

Class Day too had already been established as a Barnard function, sometimes taking the form of a luncheon at the home of a member of the class. The Class of '97 had showed an enterprising spirit in anticipation of the move-to-be by giving a garden party in the grove of the Columbia campus. The theater now made possible a formal Class Day program before several hundred invited friends. Caps and gowns appeared as a Class Day costume for the first time in '98.

Commencement exercises for Barnard seniors had hitherto been a matter of sitting on the platform of Carnegie Hall, a little group of girls in light summer dresses and leghorn hats, discreetly apart from the Columbia graduating class, while Commencement orators eloquently talked of many things of grave import; after the reading of names of candidates upon whom Columbia was conferring the Bachelor of Arts degree, the Barnard girls were informed that they would find their diplomas the next day at 343 Madison Avenue.

The first Commencement Day uptown was memorable. The Seventh Regiment band was playing the *Stars and Stripes Forever* on the broad steps of the library as the Barnard seniors in academic caps and gowns took their assigned place among the many divisions of the

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university procession. After long waiting in the broiling sun of an early June heat wave, the brilliant academic line moved down across the campus to the gymnasium in the grove. The recipients of honorary degrees that year included Theodore Roosevelt and Elihu Root. The Spanish War was in progress, and the following Commencement brought Roosevelt to Columbia again, Colonel Roosevelt now, the hero of San Juan Hill, the speaker of the day.

The autumn of 1898 saw the completion of Barnard's third building, Fiske Hall. It had been planned as a science building, but was opened as a dormitory, and with good reason for the change. The move uptown had increased the difficulty of life for students who came from Staten Island, Flushing, Brooklyn, or places in New Jersey. Their working day was sometimes lengthened by as much as four or five hours spent en route. No subway was yet in existence. Little green horse cars still jingled up and down the "Boulevard" but only between 42nd Street and 125th at that. The horses and conductors became individually known to student passengers, and the leisurely atmosphere was conducive to brushing up translations or reviews; there were no exciting, gaudy advertisements in those days to catch the restless eye. But it seems incredible that this and the elevated railway, at least three-quarters of a mile distant, were the only means of transportation to the college. No wonder that the question of dormitories had been in the air among stu-

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dents and faculty, and that the trustees came quickly to the decision to use Fiske Hall in this way.

At the close of this academic year Barnard had been in existence ten years. It had come a long way.

THE SECOND DECADE
1899-1909

CHAPTER FOUR

Morningside Heights

TODAY THE Board of Trustees of Barnard consists of twenty-five men and women. The President of the university is a member of the board but not its chairman—the board elects its own chairman from among its members. The Dean is not technically a member of the board, but she informs and guides the meetings. The trustees are entirely responsible for the college's finances. As in the beginning, Barnard has remained wholly independent financially of Columbia. It does not share in any of the princely gifts and endowments of the university. This complete financial separation has made it difficult in some ways for Barnard because the impression of Columbia's wealth has blinded the public to Barnard's necessities. On the other hand, it has brought an almost unique academic independence. Barnard is not bound in matters of salary, of curriculum, or even of general policy by Columbia, although its academic appointments are ultimately made by the Columbia board. So far this independence has not put any strain upon the relations of the two institutions. Wherever Barnard has struck out on a line of her own—as in the case of the new curric-

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ulum—Columbia has been interested and friendly. Perhaps Barnard's only complaint would be that in the matter of its appointments Columbia has looked upon them with too friendly an eye, and has more than once drawn away Barnard's brilliant teachers to the graduate faculties. Yet even to the recent loss of such scholars as Professors MacIver and Sinnott, there is a brighter side, for obviously the possibility of such opportunities enhances the value of an appointment to the Barnard faculty.

In order to increase coöperation between the college and the university, the President at every board meeting reports to the Barnard trustees on the state of the university—its situation, its outlook, its policies. This report is one of the most interesting and rewarding features of the meetings. Mr. Pierre Jay, who has been a valued member of the board for many years, will not mind being quoted as saying that the meetings of the Barnard trustees are the best and most interesting board meetings that he attends.

Between the trustees and the Associate Alumnae, relations have always been cordial—this is the more remarkable because fifty years ago the cleavage between college and non-college women was greater than it is today. In 1899—ten years after the founding of the college—the trustees granted the request of the alumnae for representation, and amended the charter so that the Alumnae Association should elect one member of the board. This was afterwards increased to two. As a matter of fact, all

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the women on the board today are Barnard graduates, with two exceptions—Miss Mabel Choate, the daughter of the first vice-chairman, and Mrs. Annie Nathan Meyer—only who can think of Mrs. Meyer as anything but a Barnard woman? Most colleges have had long struggles to win alumni trustees. At the time that Barnard's charter was amended, the right of alumni to representation on the board of their colleges was by no means as generally conceded as it is today. Moreover, the Barnard alumnae at that time were few in number—only about fifty—and lacking in wealth and social power, so that the confidence of the board was the more notable.

Perhaps the cordiality between the two bodies goes back to the time when the trustees needed help so desperately in raising money for the new buildings, and the Alumnae Association, consisting then of only fifteen members, intrepidly undertook a garden party. This was given in the gardens back of the homes of Mrs. Anderson and her neighbors, in what was left of the old Murray farm in East 37th Street just off Fifth Avenue. The proceeds—several thousand dollars—were used to decorate and equip the new Ella Weed Library in Milbank Hall.

The first serious work of the Alumnae Association was the establishment of the Student Loan Committee. The tuition fee in those days was low—\$150—but even this was beyond the resources of some students. To earn their way through college often threatened their health, and

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lowered academic standing. To such girls the Loan Committee lent money on generous terms—not to be repaid until five years after graduation, and then in several payments. It is to the credit of both the beneficiaries and the committee that until the great depression of 1929 all these loans, with one exception, had been repaid on time, and the money thus set free for others.

The ever-valuable work of this committee in its forty years of existence may be statistically summed up in few words: 756 students have been assisted; in 1932 the peak of expenditure was reached—\$18,500; previously loans rarely exceeded \$5,000 a year—since 1932 ten to twelve thousand have been the sums annually loaned.

Humanly speaking it would take a long chapter to relate the services of the Student Loan Committee. At one period of great stress, the trustees turned over large funds to be administered by the committee, a tribute to their admirable care and judgment. There have been but five chairmen in forty years; every member has finished her term with regret, so vital, rewarding, and harmonious has the work always proved.

The Committee on Undergraduate Athletics was another enterprising alumnae group that functioned from 1900 on. Interest in athletics had begun in the first year uptown with tennis and basketball in high favor. Tennis was played on very poor courts on the lot facing the Barnard buildings on 119th Street, the use of which was secured through the kindly interest of parents and real

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estate agents; the leveling and fencing were financed by the alumnae. There was an element of worry in the situation because mischievous boys used to start bonfires against this precious fence.

Basketball teams used the Thompson Gymnasium at Teachers College as well as the basement room under Brinckerhoff Theatre. They were coached by a Columbia man, brother of one of the Barnard star players. Columbia in those days was achieving supremacy in basketball, and Barnard showed notable ambitions of her own. Interclass games and matches with Teachers College were frequent. A match game with Bryn Mawr in 1900 was a real event, with team, substitutes, and a few supporters going to Bryn Mawr, and, alas, losing the game. Athletics at Barnard received an impetus, however, though casualness and spontaneity were still characteristic of the sports of the day.

"Physical examinations," writes one basketball player, "were largely a matter of form, if my own case is any criterion. There was a question about my heart, but the reexamination was not pushed, as I was needed on the team." When the Alumnae Committee on Athletics undertook a survey of the physical condition of undergraduates, they found the standards low. The trustees were not yet ready to provide a course in physical education as has been done now on a liberal scale, but they approved the offer of the alumnae to pay the salary of an instructor in compulsory physical training for freshmen.

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In 1903 came Mrs. Anderson's million dollar gift of the "campus," the three and a half acres bounded by 119th Street, 116th Street, Broadway, and Claremont Avenue. In wild enthusiasm the students, on the day this news was made known, organized an impromptu sports event. This started the tradition of Field Day, with its "regulation" program of hurdles, high and broad jumping, relay races, et cetera, and its singing, cheering exhibitions of class spirit. Columbia boys watching from the windows on the other side of Broadway took note of proceedings, more or less sympathetically, and the New York newspapers did not miss the opportunity of making news of the Barnard feats. Stories and pictures that were published certainly made treasurable scrapbooks, but would have been a severe strain on the sensibilities of conservative trustees ten years before. It is noteworthy that the broad and sane attitude of college authorities and trustees showed never a word of condemnation or restraint.

Barnard was losing the tense seriousness of its early days—the feeling that college was a crusade and a cause—and was settling down, under the guidance of a woman wise in the ways of the world—to take full advantage of the unique academic and physical opportunities now opening to it.

But in 1900 the college suffered a severe loss. The Dean resigned. The trustees had proved themselves justified in appointing a young dean as far as her wisdom and dis-

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cipline were concerned, but like other young women she was not immune to marriage. Academic ideals in those days were still celibate. When Miss Smith became the wife of George Haven Putnam, some of the more conservative of the trustees were alarmed; they felt the college would suffer under the accusation of distracting a married woman from her home duties. They were in the minority, however, and the Dean continued her services to the college. But when it was known that she was going to have a child, Mrs. Putnam felt that she must offer her resignation, although in her heart she probably held the more modern view that motherhood would make her more, not less, valuable as the dean of a woman's college.

The full discussion of the board on accepting her resignation has not—unhappily—come down to us. How interesting it would be to know just what people of intelligence and good will were thinking forty years ago on this much-discussed problem—the wife and mother with a career. It is known that conservatives and liberals did not take just the sides that might have been expected. They seldom do. For instance, one gentleman, who a few years later as active head of an anti-suffrage organization was to express views on woman's position that even then sounded archaic, on this occasion was heartily in favor of retaining Mrs. Putnam's services.

"I do not think," he wrote to another member of the board, "that the fact that a lady is a wife and mother should be considered a disqualification for such a posi-

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tion. The well-known instances of Mrs. Somerville and Mrs. Bunsen—not to mention many others—show that it is possible for a woman to be a devoted wife and mother, and yet take an important part in the affairs of the larger world.” Nevertheless his views did not prevail, and Mrs. Putnam’s resignation was regretfully accepted.

That Board of Trustees would have been surprised—and perhaps shocked—if they could have looked forward and read a resolution passed by their successors in 1932. The dean of that day says in her report: “One of the most perplexing problems thrust upon women by the economic changes of recent years has been the necessity of combining marriage, motherhood and careers. Partly because of our location in a great city, and our connection with a large university where careers for husbands were conveniently at hand, Barnard has for many years had married women on its teaching staff.” The Dean observed that it was the custom of the trustees to give any member of the faculty leave of absence with pay in the case of illness, but in the case of pregnancy leave of absence only. To her—and to the President when he was consulted—this seemed a custom lacking in sound judgment. A special committee was appointed to consider the question, and as a result of their recommendation the following resolution was adopted by the board: “That a woman member of the administration or instruction staff of Barnard College on Trustee appointment for full time, who is expecting a child, shall be granted leave of ab-

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sence for a half year on full salary, or for a full year on half salary, the period of leave to be determined by the Dean after consultation with the individual concerned."

Before Mrs. Putnam left, she saw the consummation of many months of her work—the most important single event in the history of Barnard—the final settlement of its relations to Columbia University. Under this agreement Barnard now became a school of the university. Hitherto it had had no direct representation on the University Council. Discussions as to policy and curriculum were carried on by the Dean in conferences or in long-hand correspondence with President Low and members of the Council committees.

Now the President of Columbia became the President of Barnard and a member of the Board of Trustees; the Barnard faculty took rank as one of the university faculties; the Dean represented the college on the University Council with the deans of other schools grouped under the principle of federation, not affiliation.

Barnard kept its internal administration, with a governing body made up of its faculty, the Dean, and the President. The trustees of Barnard were to be responsible, as before, for the finances and maintenance of the college. Barnard as an integral part of the university system was to assume responsibility for the entire undergraduate education of women in the university, except those registered at Teachers College.

As Mrs. Putnam herself expressed it: "Barnard is an in-

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dependent college for women, with a corporation and a faculty of its own, vested with all the powers commonly belonging to such bodies. At the same time it shares the library, the instruction, and the degrees of one of the most important universities in the world. It is at present the only college in existence of which all these statements can be made."

This step added a prestige unique among women's colleges, and also made possible a free and individual growth in curriculum and method. The college was no longer obligated to offer a course completely identical with that offered to men.

The Barnard faculty, however, exemplifying the reflection of Professor Robinson that "in no branch of human affairs, except the religious, is the past more potent than in academic matters," voted at its first separate meeting to continue along the lines of Columbia College policies both in admission requirements and in curriculum. Five years later, in company with Columbia, Barnard modified her curriculum. The establishment of a Bachelor of Science course in 1906, well planned to represent high intellectual attainment, was the only development that was wholly independent in action.

At the turn of the century the hold of the dead languages began to weaken. The time-honored custom of a commencement oration in Latin as an introduction of the candidates for a degree was discontinued. Diplomas were still printed on parchment, and the formula was



CLOISTERS OF MILBANK HALL

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Latin, but the World War did away with the tradition of parchment—the importation of sheepskin from Tibet could no longer be depended upon. On paper the Latin words still survive—at Barnard at least—but it is probable that when the copper plates wear out, and new ones must be engraved, the language upon them will be English—as it already is in many schools of the university.

By 1900 Greek had disappeared as a prescribed entrance subject for any group of students; but English, Latin, and mathematics remained. Elective entrance subjects, amounting to one-third of the units offered for admission, could be chosen, with certain restrictions, from Greek, French, German, Spanish, history, chemistry, physics, botany, physiography, zoology, and advanced work in Latin, French, German, history, mathematics, and physics.

The college curriculum now included prescribed work in two years of English, one of Latin, and one-half year each of economics and psychology; and, unless the equivalent had been offered as an advanced subject, French or German, botany or chemistry or physics, mathematics, and history. This program offered opportunity for a considerable amount of elective work if the student had offered at entrance advanced work in one or more fields. However, there was a gradual but constant tendency to restrict elective work by adding prescribed courses. In 1905 practically two years of science were required for most students, and one half year of logic was

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added, as were also hygiene and nine points of a major.

Summed up, "this meant that the Barnard student and her brother at Columbia were required to spend about half of their four years in various courses, but they were also required on graduation to know one thing pretty well. The remainder of their intellectual life was unattached either to prescribed studies or to a special subject."

The teaching staff of Barnard under the new incorporation had 34 members in 1901; of these, six were women, five of the six being graduates of Barnard.

High standards of scholarship were being maintained, and recognition of these standards came in the establishment of the Barnard Chapter of Phi Beta Kappa in 1901. Technically, Barnard was a sub-chapter of "Columbia Delta," but from the beginning it had its own officers and elections for admission. It was an advantage for Barnard to share regularly in the joint public meeting of the two groups in Commencement week, when a distinguished poet or man of letters addressed the audience. The first election in 1901 was retroactive, and 16 graduates of the first nine classes became the charter members.

On the resignation of Mrs. Putnam, Professor James Harvey Robinson accepted the appointment of Acting Dean. He, it will be remembered, was one of the first professors whom Barnard, acting independently of Columbia, called to its faculty.

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Professor Robinson had an immense influence on the teaching of history throughout the country, in schools as well as in colleges. At a time when cultural history was almost completely disregarded, he developed his great course in the History of the Intellectual Class in Europe, and this became the basis of similar courses given all over the nation. Through his remarkable textbooks for high schools, he changed the conception of history in the field of secondary education.

The value of a great scholar to his college lies not only in his teachings and writing, nor does it perish with him. Perhaps the most conspicuous benefit he bestows is the prestige he brings to his department so that other great scholars are more ready to fill the chair once held by him. This is specially true of a new college, and a woman's college.

One of Professor Robinson's later pupils writes that his course was the most memorable of her career, for he taught the tremendous lesson of tolerance. Even when the country was in the full tide of enjoying victory, and the Rainbow Division was marching up Fifth Avenue under arches of iridescent brilliants, Dr. Robinson was pointing out that wars and battles did not decide a nation's destiny, and that the invention of printing was the most important event in the history of the world. "He was a small man with bright blue eyes, and an essential kindness. His last advice to us was to look at things with an open mind—not to accept blindly the godly and

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respectable—to be just and honest. As a result of his teachings, I have been free and uneasy all my life."

He served as acting-dean, "benignantly" as one of his colleagues said, for a year and a half; and then the trustees announced the appointment of Laura Drake Gill as Dean.

Miss Gill had graduated from Smith in 1881, and had studied at the Sorbonne and other European universities. She had taught mathematics, and had also done excellent executive work during the Spanish-American War. Miss Gill was never successful in understanding the independent spirit of Barnard's undergraduates and alumnae, who unitedly and tenaciously upheld the differences between the ways of a preparatory school and the freedom of a college. But she devoted herself to the administration of the college, and the expansion of its material prosperity. She was influential in obtaining the money for the first dormitory and the campus, and she emphasized the need of endowment in addition to gifts.

The alumnae like to think that they had a part in bringing about the gift of Brooks Hall by demonstrating the demand for a dormitory. Those who had ventured to criticize Dean Gill felt a greater necessity for proving their loyalty to the college, and just at this moment an opportunity arose.

Fiske Hall, which had served as a dormitory for a few years, was now required for its original purpose—science laboratories and classrooms. Barnard, which had greatly

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enjoyed and benefited by the stimulus of students from all over the country, now found itself again reduced to the status of a "day college." Therefore the Alumnae Association presented a plan to the trustees—they offered to rent and furnish an apartment in the neighborhood to be managed by the alumnae as a temporary dormitory. The trustees, for all their liberality of mind, hesitated to accept. The alumnae were still young, and the reputation of the college still in the making. Only the cheerful optimism of the new President, Nicholas Murray Butler, saved the offer from being voted down.

For such proposals as the alumnae were making, Dr. Butler felt the deepest sympathy. He knew that the Lord helps those who help themselves and he saw that nothing would provide so moving a proof of Barnard's needs as this effort of a small, youthful, and for the most part un-moneyed, body of alumnae. Through his influence the offer was accepted. Two floors—forty-six rooms—were rented in an apartment house near by, and alumnae set themselves to hemming napkins and making curtains. All the rooms were occupied almost at once, with a long waiting list. The President's vision was justified. The dormitory not only filled the need of the moment, but showed the need of a permanent dormitory building. Within a short time Mrs. Anderson gave the money for this purpose, and Brooks Hall was erected and named in memory of Dr. Arthur Brooks.

The same year that saw Miss Gill installed saw a new

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President at Columbia. Seth Low had resigned in order to carry on a reform campaign as fusion candidate, and became Mayor of New York—of greater New York, the five boroughs having recently been united under a new charter. It seemed appropriate that the greatest university in the five boroughs should give them their first mayor. New York still owes much to Seth Low's clear aims and high purposes.

Perhaps the university itself has never fully acknowledged its debt to Mr. Low. He was a man so modest and generous that he is remembered more for that generosity than for the foresight and wisdom with which he laid the foundations for much of Columbia's present structure.

Nicholas Murray Butler succeeded Mr. Low in the presidency, a son of Columbia who had grown up with the institution from his undergraduate years through lesser teaching positions to the rank of Professor of Philosophy and Education. His strong interest in all sides of the field of education, both in principle and in practice, led him into much work on faculty committees in connection with the establishment of the School of Pedagogy known as Teachers College. From the beginning of Barnard's existence, also, he was a loyal, active, and imaginative friend.

It is interesting to notice that in their annual reports for 1903 both President Butler and Dean Gill stressed the needs of their respective institutions for courses in Bibli-

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cal literature. The Christian Associations at Columbia and at Barnard had voluntarily supplied certain courses in Bible study for some years, and the general religious influences at work throughout the university Dr. Butler called "admirable and praiseworthy." Gradually recognition came of the need and emphatic demand for systematic study of the English Bible under the best educational methods, both as a work of literature and a textbook of religion and morals. The appointment of the Reverend Raymond C. Knox as University Chaplain, the erection of St. Paul's Chapel and Earle Hall on the Columbia campus, were noteworthy events, and arrangements for courses of instruction in Bible subjects were made for Barnard as well as for Columbia students under the faculty of Union Theological Seminary, which now occupied its beautiful Gothic buildings over beyond Barnard.

The trustees who had courageously advocated Barnard's move uptown when there seemed little chance of really getting there must have known that Morningside Heights was to become a sort of Acropolis—a center for New York's academic and spiritual life. But even so, they must have been surprised to see the ease with which Barnard, the move once made, entered into the full enjoyments and responsibilities of the intellectual opportunities about her.

Upon the retirement of Dean Gill in 1907, Professor William T. Brewster of the English Department took up the duties and responsibilities of Acting Dean and carried

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them for three years and a half. This was a period of re-adjustments and stabilization in which Professor Brewster showed his administrative ability in bringing order into many sides of the college affairs.

THE THIRD DECADE
1909-1919

CHAPTER FIVE

Barnard Gives Barnard a Dean

FEMINISM was in the air in those days—and also anti-feminism. The question began to be argued with some temper by extremists among trustees, alumnae, and students as to whether or not Barnard would permanently thrive better under a man than a woman. Only cool heads remembered that the object was to choose the best dean possible for Barnard—whether a man or a woman.

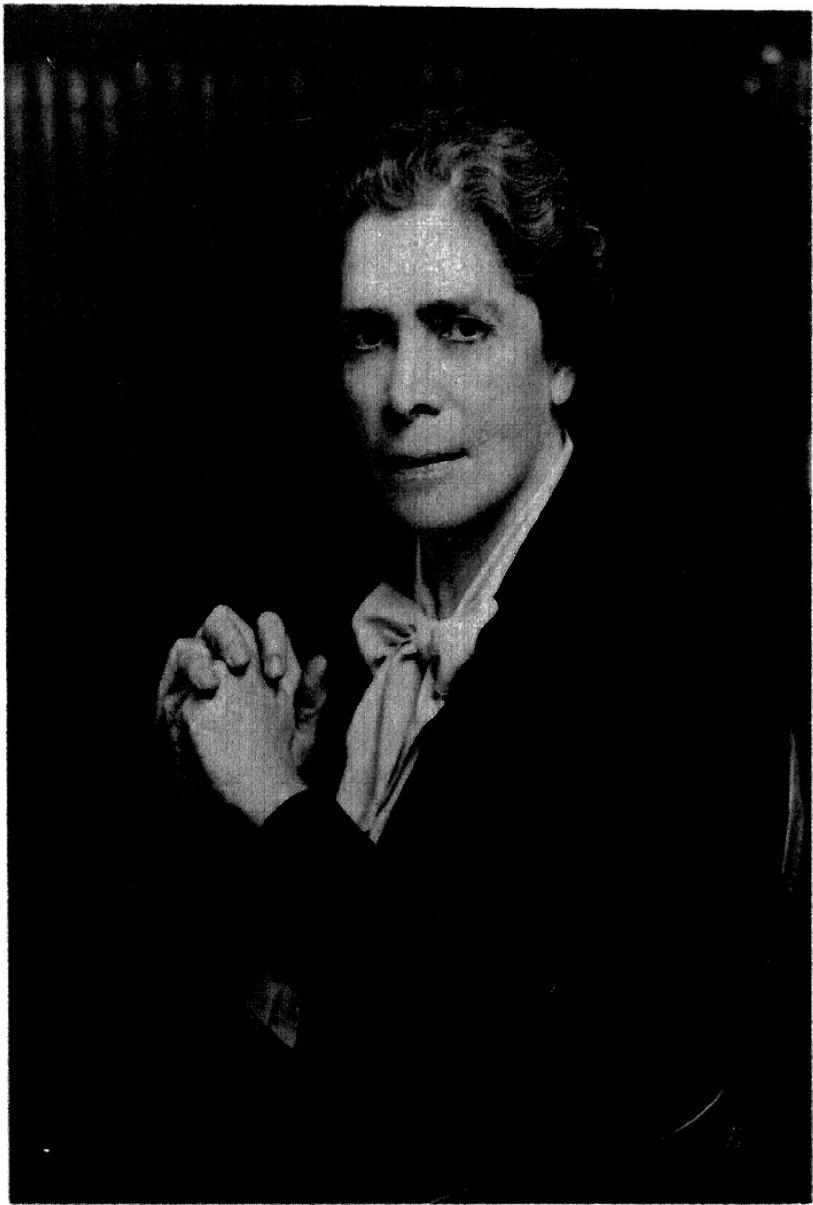
Virginia Crocheron Gildersleeve has always, since her college days, been a non-conductor to bad temper—has always had a talent for settling vexed questions without controversy. Her mere existence settled this one. She was the obvious candidate, and her appointment as Dean, in 1911, pleased everybody. Young, but not quite so dangerously young as the first dean, she had graduated from Barnard with the class of 1899, had taken her doctor's degree at Columbia, and at the time of her appointment was teaching English at Barnard and giving a course at the university. She had been prepared for college at the Brearley School under that great schoolmaster, James Croswell, whose avowed object was not merely to train schoolgirls, but to create scholars. He is said to have re-

BARNARD GIVES BARNARD A DEAN

gretted that he made only seven—and an equal number of countesses. Fortunately for Barnard, Virginia Gildersleeve was in the former group. She had, however, qualifications beyond her scholarship. Barnard is essentially a New York institution, and its dean must understand the needs and character of the city. Miss Gildersleeve was a New Yorker—like her father before her, who was one of the most respected figures of the New York bench. New York is where, as she herself once put it, “things are likely to happen first. The winds of change blow first upon Manhattan. Our metropolitan college is the advance guard of the far-flung army of Education.”

She had the complete trust and affection of the alumnae. Her class, of which she is permanent president, had decided in her sophomore year that she was to be dean, and were growing slightly impatient of the delay in the fulfillment of her manifest destiny. After her graduation she had not only taught a succession of classes, but she had held office in the Alumnae Association, so that she had a fair working knowledge of the capacities of Barnard graduates, and they in turn knew and trusted her.

Above all, she had a natural gift of leadership—the ability to present a subject with cogency, whether she spoke to a college assembly or a public audience. Her deep interest in national and international affairs soon brought her into eminence in intellectual groups outside the college. In the guidance of intercollegiate interests and the coöperative projects of university women, both in



Pach Bros.

Virginia Terrell from Gildersleeve!

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this country and in Europe, Miss Gildersleeve has been called upon, increasingly through the years, for the contribution of her wisdom and broad vision, her gifts of conciliation and contagious faith. This has indeed lifted Barnard from the status of a local college to an institution vitally linked with national and European intellectual affairs.

One of the first domestic problems to engage the new Dean's attention was that of the occupations of women after graduation. She appointed Miss Katherine S. Doty as secretary of the college, with the understanding that part of her work was to be the "investigation and opening up for college women of various occupations other than teaching."

Some years before this a graduate of Barnard, with the aid of an alumnae committee, had opened an employment bureau for Barnard women in the dining room of a very small New York house. She had noticed how many New York business and professional men expressed a wish to employ college women, but knew no way of getting in touch with them. Considering the inexperience of the agency, and the lack of funds at its disposal, a remarkable number of positions were filled. After two years, however, the founding in New York of the Inter-collegiate Bureau of Occupations for Women made the continuance of the committee unnecessary.

This committee had not attempted to advise applicants, not feeling themselves specially fitted to do so, except as

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they were endowed with the cold common sense that Barnard likes to think of as its specialty. But Miss Doty's new job was definitely to include guidance.

In 1900 the majority of Barnard graduates who were gainfully employed were teachers—over 88 percent. To-day this percentage has dropped to forty. The reason is twofold: in the first place, new and interesting professions are opening for women every day, and—more important—college women are becoming less of an academic rarity and more a normal part of the community, as normal as college men.

Today Barnard, like any other woman's college, probably stands amazed at the variety of occupations in which its graduates are engaged. Besides the learned professions—doctors, lawyers, even assistant corporation counsels, astronomers, anthropologists and archaeologists—there are many research workers for the government and for corporations, social and religious workers, artists, landscape gardeners, architects, designers, a few actresses and singers, several author's agents, a tax consultant at a bank, an "animated picture" artist, the principal of a school of costume design, an instructor of nurses in Brazil, the manager of a slum clearance project, a fur farmer, a police captain; and there are two classmates who are breeding Royal Blooded Saanens (milch goats).

Though individuals cannot be mentioned here, it may be said in all modesty that Barnard alumnae have shown a proud record of creative achievement as well as this

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great variety of tastes and ability. Not only are there many who are successful; there are not a few who have attained preëminence in their chosen fields. During the fifty years, Barnard has appointed to the staff, teaching or administrative, nearly 200 graduates of the college. These appointments range from office or laboratory assistants to professorships and Dean—impressive evidence that the college trusts and honors her own offspring.

One of the chief barriers to the widening of occupational fields to women was the fact that most university professional schools were closed to them. The Dean in her quiet, unargumentative way at once set about changing this—at least, in Columbia University. The Schools of Architecture and Journalism opened almost without a struggle. With the Schools of Medicine, Law, and Engineering, however, it was a different story.

The medical school—the College of Physicians and Surgeons—had an excellent reason for refusing to admit women—they were still occupying their old quarters at 59th Street and Ninth Avenue where they were so crowded that they could not, they said, offer women students even a place to leave their hats. But Dr. Hans Zinsser, who was then one of the representatives of the medical school on the University Council, had worked in Serbia during the war with a unit of British women doctors, and one of the by-products of their ability and heroism was that he felt he could not refuse to admit women medical students. It was therefore suggested to Dean Gil-

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dersleeve that if the medical school should receive a gift—say, of \$50,000—it would gladly make such alterations in its buildings as would allow it to receive women.

The Dean, with the cordial coöperation of the Women's Medical Association, took this hint and began to solicit funds. Only about \$5,000 had come in when the Dean found herself with a candidate from the graduating class at Barnard—exactly the sort of student for whom it is worth while to make a fight. Taking something of a chance with even the most brilliant student, the Dean guaranteed that if Barnard's candidate for the medical course were admitted she would lead all other students, men or women, on her graduation. To this argument the medical faculty yielded. Just after they had done so, their generosity was rewarded. A gentleman in a distant part of the country, who had had some disagreement with the university in his own state, donated all of the \$50,000 for which one of the women doctors had asked him. Four years later, the Barnard woman did exactly what the Dean had promised—she graduated at the head of the class.

The Faculty of the Law School presented a more difficult problem. In spite of the efforts of the President himself, their doors remained closed to women. Their argument was that the presence of women students would drive away the better type of men—drive them to the rival school at Harvard. The obvious solution that occurred to the Dean was to persuade the Harvard Law

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School to open its doors to women so that it would no longer serve as an asylum to endangered males. Investigation soon showed that this was impossible. At Harvard the situation was reversed—the law faculty was not opposed to the admission of women, but the Corporation was adamant. Other methods therefore were tried. For instance, a number of the daughters of eminent jurists, who were students at Barnard, petitioned the Columbia law school to allow them to follow in the footsteps of their illustrious fathers. In vain. At last the faculty of Barnard addressed a petition to the law faculty, asking that their students should be allowed to study law in their own university, as this exclusion put the Barnard faculty in an “embarrassing position” before the world. The law faculty protested that it was unable to see anything embarrassing in the situation of their Barnard colleagues, but after a year they yielded.

In 1927 they gave one year’s confidential notice, but still no public announcement, of their change of policy in allowing “a limited number of graduates of Barnard to be admitted to the School of Law of Columbia University.” This step not having resulted in any catastrophic consequences, women graduates of other colleges were admitted for the professional option in law.

The Union Theological Seminary, Barnard’s nearest neighbor on the Heights, had long before opened its courses to Barnard students for credit toward a degree.

The School of Engineering is now the only one of the

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graduate schools at Columbia that still maintains it is closed to women. But the dearth, so far, of women who wish to study engineering has saved it from the test.

The year that saw the new Dean installed saw the appointment of another Barnard woman; Anna E. H. Meyer became Registrar. Having served continuously in the administrative offices since 1899, she had an intimate and accurate knowledge of the detail involved in running a college. This information she accumulated, stored, and brought out whenever it was needed in the accomplishment of her somewhat thankless task. Infallibility is not a human quality, but Anna Meyer comes nearer to it than most people. The college owes more to her steady, relentless efficiency than it will probably ever know.

Soon after the installation of the new Dean—herself a fraternity woman—the controversy over fraternities came to a head. The first chapter of a national fraternity had been founded with the first class at Barnard—the whole class became founders, and the organization took its color from the serious, high-minded attitude of those first students. By the turn of the century two other fraternities installed chapters, but there was still very little bitterness—or rushing—or any of the features that draw criticism upon fraternities. By 1913, however, the picture had changed—there were now eight chapters; rather more than one-third of the students were members, and criticism of the organizations was very general.

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The interest in the question became so strong that Student Council felt obliged to take it up and consider the opposing points of view. The older members felt that their fraternity had been a strong, idealistic influence in their undergraduate life—that the fraternity offered the only practical method by which alumnae wisdom and guidance could filter down naturally to undergraduates in need of advice and help, and that fraternities were of direct benefit to the college inasmuch as they brought back the alumnae, giving them a home, an assured welcome, and a vital, continuing interest in the flowing stream of college life.

The trustees and some of the faculty, on the other hand, were much troubled by the element of secrecy in the charters, and by the national feature of the fraternities, which seemed to them to threaten possible interference from sources outside the college.

It was, however, neither the arguments of the alumnae nor the fears of the trustees that decided the question, but a rising tide of democratic feeling in Barnard. Rather to the surprise of older fraternity members, they found that the contemporary chapters, while admitting the benefits of fraternities, were not themselves willing to enjoy benefits which were not open to all alike.

In order to hear testimony, and to collect all possible evidence on the subject, an investigating committee was organized consisting of six members of the Faculty Committee on Student Organizations, four alumnae, of whom

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two were fraternity members and two were not, and four undergraduates, of whom two were fraternity members and two were not.

As a result of their investigations, the Faculty Committee on Student Organizations adopted resolutions forbidding the fraternities to elect members during a term of three years, and encouraging the undergraduates in the meantime to experiment in other forms of social organizations.

At the expiration of the three-year term, two fraternities voluntarily withdrew their chapters; Student Council desired to have the question put to a vote of the Undergraduate Association. The results were adverse to the fraternities. A small vote was cast—less than half the registration taking part. By a vote of 244 to 30 the students expressed an opinion against the existence in Barnard College of fraternities as organized and conducted three years before. By 158 to 104 they favored the existence of some form of organization primarily social. By varying votes they expressed disapproval of having in such organizations the elements of national affiliation, secrecy, and “exclusive invitation membership.”

Today the existence of a fraternity—a sorority as it should be called—at Barnard is almost unthinkable. No fraternity exists in any one of the seven eastern colleges for women. As the women’s colleges have grown stronger and freer, they have not, as many people expected, altered the curriculum to fit feminine needs and tastes; in most

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cases men and women have moved along academic lines together. But in the matter of their social life there has been a marked difference. A girl at college may be taking the same courses as her brother, but her social life will not resemble his in custom, organizations, or tradition. Just as little girls in the tenements do not form gangs as their brothers do—just as women's clubs throughout the country have taken on a different meaning from men's clubs—so in colleges women have not followed in social matters the patterns set by men. It may be that fraternities, as the word implies, are organizations more in harmony with masculine than feminine psychology.

Alumnae activity in contributing to special needs of the college showed ever-increasing momentum in this decade. In 1914, when the raising of endowment funds was the urgency of the hour, the alumnae participated by turning over the sum of \$6,000, proceeds of an opera benefit, a memorable occasion at the Metropolitan, with Geraldine Farrar, Scotti, and Martinelli singing *Madame Butterfly* in their perfection of voice and acting.

Again, residential problems called forth alumnae effort. The Student Loan Committee reported a crying need for more moderately priced rooms than the college provided. With the approval of the trustees, an experiment in the coöperative system was inaugurated in an apartment dormitory at 99 Claremont Avenue. General supervision and financial responsibility rested with an alumnae committee, and an officer of the college was in resi-

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dence, but true coöperative management and complete student government had success from the beginning. For four years the alumnae continued this project, incidentally coping with the necessity of two moves into larger quarters. There was also a short but vivid interim of barracks life in the gymnasium before the college took over the responsibility of additional dormitory space in John Jay Hall. The alumnae retired from housing projects, again with a balance on their books, this time permanently relieved of responsibility of this kind, as Hewitt Hall was soon to be under construction, with ample room and lowered rates.

In 1916 the cornerstone of a students' hall was laid—the splendid gift of Barnard's first treasurer. Jacob H. Schiff had never lost interest in the institution which in its first days he had so largely helped to finance. Now on the fiftieth anniversary of his landing in America, he gave this great building to Barnard, to serve as a unifying social center for all the women students in the university in their recreational and religious activities—a gift with a great vision behind it; and the name bestowed was that of an earlier man with a great vision, President Barnard.

The opening of Barnard Hall made possible the organization on an elaborate scale of a Department of Physical Education, with the advantages of a spacious pool and an ample gymnasium. Sometime before this, Mrs. E. H. Harriman had given the college fifty thou-

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sand dollars to initiate physical education. Miss Gertrude Dudley, lent by the University of Chicago, and Dr. Gulielma Alsop of the Class of 1903 outlined with the help of various members of the faculty a complete health program. Besides carefully arranged work in formal gymnastics, in swimming, in dancing and athletic games, the course included lectures on personal hygiene for freshmen, a course in first aid for sophomores, and a half-year course in human biology for juniors given by Professors Crampton and Gregory.

When Miss Dudley left, Agnes Wayman became head of the Department of Physical Education. Professor Wayman has gradually instilled her philosophic views of physical recreation not merely as activity but as a means to an end, a point of view, a way of doing things. She has developed through twenty-odd years at Barnard a program of sports and athletics which minimizes the exploitation of a few, attempts to provide activity suited to the needs and tastes of every student, and affords opportunities in the Athletic Association both for leadership and for socialized play.

The new building housed the offices of religious and philanthropic organizations and of the Associate Alumnae, as well as the gymnasium, swimming pool, library, and lunchroom. In the lunchroom presided Annie, known through so many years as "Annie of the Steam-table." A worthy successor to Mrs. Kelly, Annie was indispensable to undergraduates in the "Short and Earlies,"

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the class teas and parties, and gave warm-hearted greetings to alumnae who came back for reunions.

The landscaping of the grounds about Barnard Hall became the personal care of Raphael, whose temperamental devotion to his grass and shrubs was only equaled by his attachment to the college and the Dean, whom he called "Missy Boss." No one ever took more pride in an A.B. degree than Raphael in his title of Gardener of Barnard College.

A few years before Mr. and Mrs. James H. Talcott had given \$100,000 for religious education. With the facilities provided by Barnard Hall, Chaplain Knox was now able to foster the work of religious clubs and of the advisers for the Catholic, Jewish, and Protestant groups. In the old days students voluntarily attended Morning Prayers at "343"; some indeed never willingly missed the vivid inspirational talks which Dr. Arthur Brooks then gave. Chaplain Knox has evolved a system by which the services of worship at St. Paul's Chapel are closely related to the expressional activities of Barnard's religious clubs. Certain groups attend on certain days, and on occasion students take part in the exercises—a unique feature which makes for interest and sincerity in participation.

Barnard Hall also gave much needed expansion for the library. When Miss Bertha L. Rockwell became the first librarian in 1905, Dr. Canfield of the Low Library said to her: "You will probably never need to build up a

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library of more than eight or ten thousand volumes for Barnard." Miss Rockwell now finds even 70,000 volumes inadequate for reference work. She takes great interest in giving pre-professional library training to students who act as her assistants for a year.

During Miss Rockwell's administration of the library many gifts have come to it—notably the Annie Nathan Meyer Drama Library; Charles Knapp's personal library of the classics; a large part of Herbert Maule Richards's Botanical Library; and the Adam Leroy Jones Memorial Library of philosophical and psychological works.

To all Barnard women the most exciting feature of the new hall was the beautiful setting afforded to Greek Games in the specially designed gymnasium with its wide stage, Greek columns, and broad low flight of steps. Barnard has had the great good fortune to evolve from an undergraduate frolic an almost perfect symbol of its own ideals of academic life—a pageant that combines athletics, dances, poetry, music, fun, classicism, and beauty—an almost perfect symbol of the academic ideals of the American college.

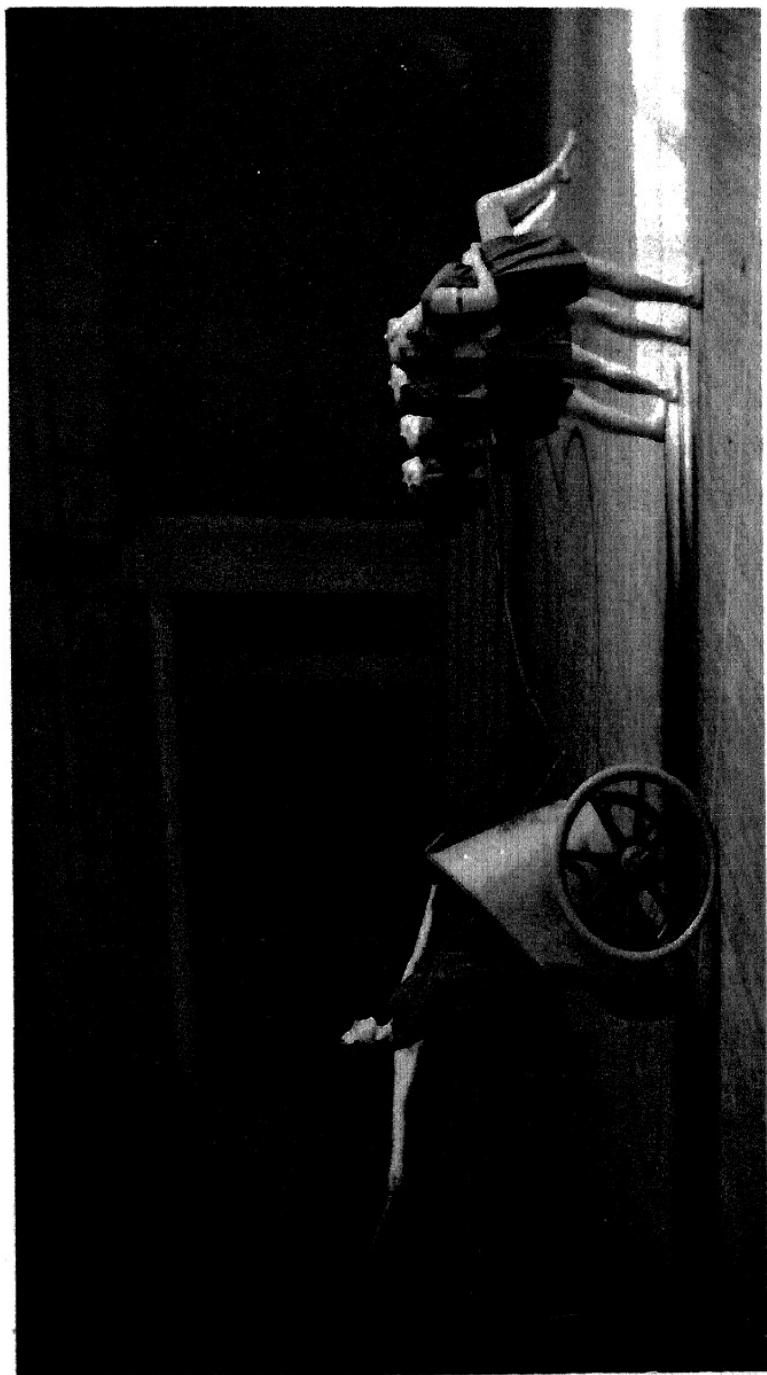
The Games began when some energetic members of the Class of 1905—then sophomores—thought it would be amusing to challenge the freshman class to an informal athletic contest including a competition in poetry as well as wrestling. The event proved to be such fun that it was continued year after year. Gradually more classic contests—such as chariot racing, discus throwing,

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torch races—replaced the cruder forms of archery, jumping, and tug-of-war. Later classes added competition in chorus and the dance. Now each year's festival is dedicated to one of the gods of Hellas, and a myth connected with that god is given dramatic representation. The participants in the Games write their own dramas and lyrics, compose their own music; design and make their own costumes, invent and drill their own dances. The Games are completely the creation of the sophomore and freshman classes of the year. At the same time certain faculty departments—the Greek and Latin, the English, Music, and Physical Education departments—take the deepest interest, and stand ready with advice and help whenever they are called on.

Like the ancient classic festivals, this one is a contest—a competition between the two lower classes. Each event is judged, points are awarded according to set standards, and a decision is given to one class or the other. This element of competition for the glory of her class keeps each student alert and eager, destroys self-consciousness, and gives to the occasion an interest for the undergraduate that no pageant, however beautiful, could hope to arouse.

"Our Games seem quite worthy of a college environment," the Dean said, "and are a peculiarly appropriate form of diversion for college students. For one afternoon at least, they lead some four hundred girls back into what seems a little like that bright and beautiful world of ancient Hellas, where, as we feel, bodies were all young and



CHARIOT RACE, GREEK GAMES

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lithe and active, costume and setting blended in lovely and balanced beauty, the atmosphere was clear and untroubled, and the spirit of the world fresh and strong."

The volume, *To the Gods of Hellas*, to which the Dean was writing a foreword—the collected lyrics of the Greek Games—forms a unique body of undergraduate verse. As the sixty authors have not since then all shown themselves to be poets of marked ability—though of course some of them have—the inference must be that they found an inspiration in the Games that has been lacking in afterlife. Indeed, that is exactly the opinion of so competent a judge as Mr. John Erskine. He says:

Anyone who has seen these Barnard games will agree, I believe, that the occasion provided aid and inspiration to these young poets. Something of the liturgic quality of the processions and stately dances, something of the noble dignity of the music, has got into this verse. The loftiness of the mood, year after year, and the fineness of the expression, are what strike me most. Many of these young poets would deny a sympathy with traditional art; some of them, surely, must be aggressively modern. Yet here they are writing with a high seriousness which would have cheered Matthew Arnold. If I were to follow what perhaps would have been his argument, I should now say that the admirable qualities of these lyrics result from a sound training in Latin and Greek. But I am deeply skeptical as to the amount of Latin and Greek these girls know, and I have met many classical scholars of undoubted soundness who could not, or at least would not, exhibit themselves in Greek costume in Greek exercises.

It is probably nearer the truth to say that the charm of

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these lyrics, aside from the talents of the poets, should be ascribed to the kindling power of beauty itself. If there was great poetry in Greece, one reason is that there was also great sculpture, great dancing, and great acting. Wonderful as Shakespeare is, we can find in his period no collaboration so noble among all the arts. The Barnard girls are fortunate, I think, in having joined the poetry of the contest to dancing and other exercises, to music and acting so noble and so sincere, that poetry on any lower plane would at once seem out of place.

Perhaps the truest summing up of the effect of the festival was written by Mr. Christopher Morley. "It was," he wrote editorially, after having seen a performance in the gymnasium, "as beautifully mad, comic, and lovely as anything we have ever seen."

CHAPTER SIX

Barnard and the War

FOR MORE THAN two years the war in Europe was interesting, and horrible in a remote way, but it did not touch the daily life on campus at Barnard or any other American college. When the alumnae and undergraduates raised money for Herbert Hoover's relief of starving European children, or contributed work to the Red Cross, both of which they did generously, the vast struggle became temporarily more visible. But for the most part it was comfortably far away. Barnard girls, and American citizens in general, deplored it and took satisfaction in the idea of neutrality, and in the President who was trying to keep the country out of war. The undergraduates, to a greater extent than their more experienced and pessimistic elders, felt that any war was avoidable and to be condemned. Many of them had been deeply influenced by a phrase of Professor Robinson's, "the concerted strength of thinking men of goodwill." All of them were fresh from a study of history, their minds full of academic details of past wars, their futility and cruelty. This long view of history contributed to make the subject remote. There was no immediacy in the situation.

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Late in 1916, both on campus and over the country, the perspective began to change. Atrocity tales, relatives at the front, a flood of pro-Ally propaganda—these all produced their inevitable reaction of personal indignation. It became a great deal harder to remain detached in point of view. The campus was a little microcosm of the nation, except that it reacted more easily, for all of the undergraduates and many of the faculty could remember no other war, and so had nothing by which to gauge the transformation which was taking place in everybody, including themselves.

For all their youth and inexperience, they were thinking women, and they did not succumb without a struggle. When diplomatic relations between the United States and Germany were broken off in February, 1917, a General Assembly of Columbia University resolved to offer the services of the institution to the government. Barnard girls, deeply troubled, came home, and called a meeting of their own Undergraduate Association. A resolution offered at that meeting, condemning war, was withdrawn after considerable heated discussion. But shortly thereafter a similar resolution was introduced again, and passed by a two-thirds vote.

When, in spite of their resolution, war was upon them two months later, the undergraduates suffered deeply. They did not know, and never learned, what immediate physical distress war can bring, for in that sense it remained forever remote from their lives. But they had

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been trained in an atmosphere of intellectual honesty and critical evaluation; they had been taught to think, and thinking is painful in wartime. Good and evil had always been plain before them, and now it no longer was. Religion meant something to them, and now it pulled them in opposite directions. They had taught themselves, in theory, to scorn sentiment and emotion in an intellectual search for Truth, and now partisan emotion shook them.

Nor could they withdraw to evaluate events, for their campus was no longer secluded, but suddenly an exciting part of the world. Their Dean was in Washington, consulting, as Chairman of the University Committee on Women's War Work, and as member of the Committee on War Service Training for American Women, with the government. There were things to be done, and all of them were exciting things. Positive action is always more attractive to youth than negative action.

To many it was a relief when war was actually declared, for it meant that the decision was made for them. They could no longer consider themselves free agents; their young consciences could, with honor, quit the internal fray and accept the verdict of their country. Their duty to the United States was clear and easy to recognize. The instinct to self-sacrifice was a deep one; the instinct to serve was strong and sure. Their country really wanted them, and gave them difficult tasks to do; this feeling of being needed, of doing important work, was

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a wonderful one for many women and especially so for young girls.

There were students who resisted longer, who capitulated to the surge of war activity with reservations as to what they would and would not do. Some students would work on bandages for the Red Cross because of the merciful concept of healing the wounded, but could not bring themselves to any more active participation in the war. Many could draw no logical line, and yet felt compelled to draw a line somewhere. One such girl writes that she would not cut bandages or dance with the sailors at the Canteen, but that for some reason she felt that she could and should work in the kitchens there. They were struggling to reconcile two opposite, and only dimly realized, concepts of duty, and their compromises would be laughable if they were not so sincere and human.

Lonely and stubborn souls held out to the bitter end, but within a few months registration showed that nearly 80 percent of the students were actively engaged in war work. All social affairs at college were abandoned, although plays and Greek Games were continued as benefits to raise money for overseas work, and the college settled down to a period of intoxicating community work.

Once the college accepted the war, it turned the incalculable force of youthful energy and imagination to the task of winning it. Barnard girls had already learned how to work together, and they were assisted by the

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smoothly functioning University Bureau of Information and the city's Committee of Women on National Defense. Their position in the university and in the city made them the hub of much activity that was unknown upon more remote campuses.

For instance, Barnard accepted a quota of 200,000 cards to be copied in preparation for the Third Liberty Loan, and in the ten days allowed had finished 262,000. Barnard's Associate Professor of Geology directed the Women's Agricultural Camp at Bedford, and half of her 150 workers during the summer of 1917 were Barnard girls. Not only did these girls labor like field hands until they were ready to drop, and their raw hands could no longer hold a hoe, but they also helped organize the Women's Land Army of America, and traveled over thirteen states enrolling other workers. In recognition of this work, the Department of Labor in 1918 took over the organization with our Professor Ogilvie as Director.

Barnard students raised money, too; \$2,000 for the Red Cross workroom set up in Milbank Hall; \$8,000 for the Y.M.C.A. Student Friendship Fund; a \$3,000 ambulance equipment for the Columbia unit.

It was all hard work, and unusual work, and totally different from any college life they could imagine. But it gave them a sense of being part of a violently alive adult world, and the honest truth is that there was satisfaction in it and a great deal of fun. Perhaps the best example of the girls' ingenuity and hard work, and of the

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peculiar pleasure that it afforded, is the Boat House Canteen.

The Barnard Boat House Canteen was opened in March, 1918, when the sight of sailors in large numbers wandering aimlessly along Riverside Park caused a searching of conscience as to whether we had not a duty to these, our nearest neighbors on the Hudson River. Mr. Edwin Gould, the donor of the boat house at the foot of 116th Street, which had been used for years by Columbia crews, gave the necessary alterations and equipment. Committees of faculty, alumnae and students coöperated in the strenuous work of running the canteen, providing good meals and good entertainment for thousands of enlisted men through that summer and the next winter, without let-up.

One of the reports of that time says:

It is difficult, on the printed page, to catch the individual flavor of the Boat House Canteen. A constant stream of all classes of men were entertained, men passing through New York on their way to France, immense numbers from neighboring camps, sailors from transports as well as from the men-of-war anchored in the river, Canadians, Australians, New Zealanders, English, and French. There were the English sailors who played "Up Jenkins" with us in May when the students were in the agonies of the final examinations, and who, when they came back in July, at once asked, "Did the young ladies get through their exams?" . . . There were men from Illinois on their way to France, who had never seen tide-water before, and were much excited as they watched

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the water flowing up the Hudson. There was the sailor who was astounded to see the name of his soldier-brother in our guest book, and thus was able to meet him after a long separation. There were some men from the *San Diego* who came up the very evening their ship was sunk, and thrilled us with their story. . . .

Without question, our work has been deeply appreciated not only by those whom we befriended but by graduates of Barnard scattered all through the country, who, having heard of it through the men in service, have taken pains to write us and thank us for "making Barnard a name to be remembered with honor by all sailors and soldiers."

The undergraduates were, of course, not the only Barnard people performing Herculean war tasks. Practically every college department found that its work was valuable. Thus the Chemistry Department reported: "The laboratory work in the advanced courses has been made entirely flexible, so that the needs of an individual student for a particular end can be met as far as possible. We believe that the demand for women chemists in the commercial field will be permanent, and that the number of applicants for the training will not be appreciably less with the elimination of the war emergency. We thus hope to be able to contribute to the work of reconstruction."

All members of the Department of Romance Languages not in military service took up the work of teaching French and Italian to soldiers and overseas workers. Expert advice in translating documents; statistical, eco-

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nomic, psychological, and many other kinds of specialized knowledge were placed by faculty members at the command of the government.

The college offered the use of its buildings to the Y.M.C.A. for a training course for women overseas workers, and the Dean became the Chairman of the Conference Advisory Committee. Our Physical Director, our College Physician, and an instructor of physical education took charge of the instruction in hygiene and recreational activities. Others on the staff helped with lectures. Between June, 1918, and February, 1919, 1,998 women were "graduated" after an intensive course of one week in French, hygiene, setting-up exercises, simple games, stories and story-telling, canteen cookery, recent history, and customs of our allies.

Barnard alumnae worked shoulder to shoulder with faculty and students, for the college was truly operating as one vast community. They carried much of the responsibility for the farm work and the canteen. In 1918 they gave more than \$50,000 for two units for foreign service; one for canteen work under the Y.M.C.A., and the other for repatriation work under the Red Cross. Twenty-five graduates made up these first units, and thirty-nine others were on the overseas lists before the end of 1918, as doctors, nurses and aids, bacteriologists, members of Signal Corps, telephone units, clerical assistants, and executives. Honors, commissions, citations, and more than one Croix de Guerre came to these Barnard women.

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In one respect, however, the situation was very different for each of these three groups, faculty, alumnae, and students. The alumnae who could not bring themselves to do war work simply did not come back to college, and their absence was not particularly conspicuous. Any struggles which they made were in their own homes and communities. The handful of students who remained outside the vortex were more conspicuous because of the nature of college life, but there was little hatred and hysteria on campus; simply the loneliness of not being understood. One such student, indeed, was temporarily denied her degree after she sailed on the Peace Ship, but did eventually receive it.

Dissident members of the faculty, however, occupied a more public position. In October, 1917, two professors left Columbia by request. Two others, Charles A. Beard and Henry Raymond Mussey, resigned voluntarily as a protest against what they believed to be a denial by the university authorities of the right of free speech. Both these men were popular and brilliant teachers, and their loss was deeply lamented.

Of Professor Beard an alumna writes:

For several days the campus had been strident with rumor. There had been mass meetings on the steps of the library, and impromptu meetings whenever half a dozen students got together. The newspapers printed long stories about the doings at Columbia. Something was evidently about to happen, something dramatic, but nobody knew just what. The Barnard

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politics class met as usual; Professor Beard lectured as usual, except that his lecture, on the topic that had been assigned for study, seemed unusually brilliant and eloquent, even for him. When the bell rang at the end of the hour, he paused for a fraction of a second. Then without change of expression or any other warning, he said, "This is the last lecture I shall deliver to you. I have resigned my position as Professor of Politics in Columbia University."

He was gone before the students could do more than gasp. The frantic handclapping which expressed their mingled admiration, sorrow, and astonishment must have followed him down the hall, but he made no acknowledgment of it. That was probably the last time that many of them ever saw him, although in another day or so they were to read his famous letter to the *New York Times* in which he so bitterly characterized the Columbia trustees. His students could read the letter and delight in it for its phrases as well as its firmness. But their politics professor was gone.

All the sacrifices of war are not made on the battle-field.

In spite of the danger of such situations, Barnard came through this troubled time without any serious disruption. This was partly owing to the good sense of the members of the college family, and greatly owing to the steady wisdom of the Dean.

Her wit and resourcefulness are revealed in the glimpse we get of the day when Barnard heard of the Armistice. Students wandering back from lunch on a sunny day in November heard the chimes in Milbank break into a

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frenzied peal that sounded a little like the *Star-spangled Banner*. They were met by a flood of girls pouring out of the building, laughing, crying, and singing. The whole mass of girls, as delirious as the rest of America, set out to march triumphantly somewhere, anywhere—and the Dean appeared at their head. Hatless (although the hat rule was important in 1918) she led them down Broadway. The restraints of almost two years were gone, and Barnard was as near hysteria as it has ever come. At the first corner the Dean turned right, and so did all the wild undergraduates behind her. At the next corner she turned right, too. Behind her came the procession. At the next corner she led them neatly back into their own Milbank Hall where they continued to rejoice in comparative privacy.

The war was over. But nervous tension was not immediately relieved. All the delirium of returning heroes was to come, and even when the last tickertape scrap was blown from New York's streets, relaxation was slow and difficult. The wheels which had been turning so fast ran on momentum for a while after the power was shut off. Girls who had been keyed to do college work with their left hands while their right hands did war work, could not immediately fill all their days with campus activities.

Indeed, they have never tried to go back to that slightly cloistered academic atmosphere. The college had been part of the nation's defense, and from now on its training became more definitely a preparation for practical

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life in a modern world. The students had known the exhilaration of participating in an adult world, and would never completely relinquish it. Somewhere in the maelstrom they grew up.

THE FOURTH DECADE

1919-1929

CHAPTER SEVEN

A Changed Campus

ON EVERY CAMPUS in the country a group of strange youngsters appeared in the post-war years. Their uniform of bobbed hair, short skirts, rolled stockings, open galoshes, and a general air of dogged daredeviltry made such excellent copy for the newspaper columnists and cartoonists that the flapper became the recognized type of college girl in millions of minds. Her cigarettes caused a storm of controversy on some campuses; it had never been a subject of faculty discussion at Barnard because this habit had been condemned in general by the undergraduates themselves. Whereas in 1923 most women's colleges forbade smoking on moral grounds, Barnard considered it principally a question of fire risks and health. Now it became general without discussion. Barnard was not obliged to retreat from a position of disapproval, as were most colleges except Simmons, because Barnard had never taken such a position.

The obvious and purely surface manifestations of flapperdom therefore did not particularly bother the college. The faculty did discover, however, an astonishing new type of undergraduate beneath the mask of dead white

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powder and staring rouge that the students of the early twenties affected. This new creature was desperately in earnest about the world and her part in it. The momentum of war activity carried her beyond the peace, and left her keyed to great efforts. Part of the flapper's trouble was her uncertainty as to where to bend her efforts.

Many students turned directly to public affairs. Woman suffrage had come to New York State in 1917 and had deeply affected the educational outlook of women. Six years before this a course in politics had been established at Barnard. The purpose of this course was to satisfy the requirements of students wishing to enter the newly opened School of Journalism at Columbia; but another factor undoubtedly was Dean Gildersleeve's keen interest in public affairs which she has always been eager to impart to the students. In 1921 Barnard inaugurated its own Department of Government. Young Robert Leigh (now President of Bennington College) came to Barnard and, in addition to a course in fundamental principles, offered two others in modern political experiments and social problems.

With the departure of Mr. Leigh two years later Raymond Moley took over the direction of the department. The Dean had sought a person who would stimulate the interest of the students in their new privileges, duties, and responsibilities. Professor Moley was particularly suited for this because of his background, which included the holding of a number of local political offices, wide experience

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in teaching, close association with Governor Cox (war-time Governor of Ohio), and four years of practical experience in directing the survey of the Cleveland Foundation.

The course became so popular that it was difficult for a one-man department to satisfy all the enthusiasm aroused. An arrangement was made whereby the juniors and seniors could fulfill some of their undergraduate requirements in the graduate school. Thus in twelve short years history had so reversed itself that instead of a tolerant graduate professor crossing to Barnard to give the girls a single "civics" course, they, of their own initiative and interest, now stormed the graduate school to avail themselves of its mature store—which included constitutional law with Thomas Reed Powell and Howard McBain, and international law with Joseph Chamberlain, Columbia's distinguished authorities.

Later, during the first campaign and early New Deal years of Franklin D. Roosevelt, when Professor Moley was acting as his adviser, the students received the fruits not only of his observation but of his intimate participation in the politics of those crucial years.

Throughout the twenties, politics, labor problems, social relations, racial and international subjects all were a matter of actual concern, not of theories in books. Radical voices were loud enough to alarm the more conservative members of the faculty and the Board of Trustees. But the Dean was unafraid: "We must endeavor," she said,

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"to think seriously and intelligently about public affairs and problems. It seems to me highly desirable to have radicals and conservatives meet and argue in our college discussions."

Argue they did, with gusto and logic, in classroom debates and mass meetings. The speakers, trained in wartime to four-minute speeches, now argued about the League of Nations, British guild socialism, the Soviet regime, and the Sacco-Vanzetti case. Student Forum luncheons were inaugurated to continue even at meals the most popular sport of the times. Barnard teams debated unsuccessfully with Mt. Holyoke, and successfully with Vassar, "That the recognition of labor unions is essential to successful collective bargaining." The next year they lost to Smith, and won from Vassar, debating immediate independence for the Philippines.

A new member of the Department of Economics and Social Science, Professor William Ogburn, inspired the founding of the Social and Political Discussion Club which put this interest in world affairs on a high plane. Barnard Assemblies heard distinguished speakers—John Galsworthy, Dwight Morrow, John Langdon Davies, Raymond Fosdick, and many others.

Rather surprisingly to those who saw disaster in all this ferment, the Dean was able to report by 1924 that the college was enjoying an exceptionally able group of student officers. "Student government," she said in her report, "and student activities are passing through a

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very interesting stage in this part of the country. There seems to be, especially in the women's colleges in the East, a somewhat general reaction against the traditional ideas of 'college life,' with considerable diminution of enthusiasm for extra-curricular activities. . . . In our own group there seems to be a tendency to realize more fully than in the past that the main interest of college should be study, and that so-called 'student activities' should, so far as possible, radiate from and be closely connected with the work of the classroom, the library, and the laboratory." She pointed out that Barnard student officers had been devoting much time and thought to working out a less cumbersome and more effective constitution for the Undergraduate Association. A new Representative Assembly took the place of the former general meetings of the whole Association, and proved to be a sound reform. The Dean was able to comment upon the admirable spirit of coöperation that prevailed upon this campus.

At one institution the student board resigned because of lack of support and interest, but at Barnard student government not only grew in prestige because of a sane self-control, but also reached out to communicate with undergraduates on other campuses.

The strengthening of intercollegiate bonds was a marked feature of this decade. Innumerable delegates went out to attend the conferences that were called all over the East, and on their return presented reports at

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meetings and in the columns of the *Bulletin*. Twenty-two colleges sent representatives to Vassar for a Disarmament Conference. A Peace Conference, a World Court Conference, a Student Volunteer Conference, which studied Christianity and World Problems—all these brought large numbers of collegians into new and happily founded relationships with the outside world. Meeting other student groups taught Barnard undergraduates that they were singularly fortunate in that their student government actually was self-government by the students themselves. A Faculty Committee on Student Affairs, founded in 1920, could be consulted on matters of great moment, but for the most part our students faced and solved their campus problems quite independently. The undergraduates were grateful for their freedom and responsibility and very serious about their obligation to continue to deserve it.

“Junior Month,” begun in 1923, attracted students who were more concerned with social welfare than with campus or world politics. This unique experiment combined study, work, and play for undergraduates from twelve women’s colleges who spent the month of July in New York as guests of the Charity Organization Society. The program included visits to juvenile courts, reformatories for women, hospitals, factories, and also lectures by authorities on delinquency, psychiatry, housing, and child welfare. After three days of reading and of studying cases, the students did firsthand case work under super-

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vision. For six years a special gift made possible this valuable experience.

A few years later Barnard followed the pioneer example of Bryn Mawr and offered an interesting opportunity in summer courses for "Women Workers in Industry." Twenty-six young women, of whom only four were American-born, avidly studied English, economics, and elementary science in the Barnard buildings that were lent to them. "The spirit of this student group," an official observer reports, "most of whom have been deprived of high school education, was the spirit of the crusaders, applied to the field of education."

The growing prosperity of the twenties brought to Barnard the necessity of a new dormitory. With nearly nine hundred undergraduate students, it was turning away desirable applicants for lack of space. The trustees therefore, in the absence of a donor for such a building, appropriated almost a million dollars of the college's own funds for the erection of a wing to Brooks Hall—Hewitt Hall, named after Abram S. Hewitt, the distinguished mayor of New York who had served as the second chairman of Barnard's Board of Trustees. In those lavish times the college was able, in spite of the decrease in income while the building was under construction, to add to its surplus, and to establish two new professorships, one at \$10,000, and one at \$7,500. Trustees and alumnae alike have always been eager to increase the salaries of professors. For this object the periodic gifts of classes to the

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college have usually been given to general endowment. One notable exception to this rule was the Class of 1905 who gave instead of money the beautiful statue of the Greek Games Torch Runner by Chester A. Beach, which now stands in the entrance of Students Hall. Another beautiful and touching gift of this period was the bronze gates at the Broadway entrance. These were given by Mrs. Helen Hartley Jenkins in memory of her daughter, Helen Jenkins Geer, a much loved member of the Class of 1915.

This period saw the gradual consummation of long deliberations by the faculty on changes in the curriculum —too long a story to tell in detail, but full of significance in the history of academic policies.* In 1911 Professor Brewster received the title of Provost which in the English usage applies to a college officer who in coöperation with the Dean has in charge the guidance of educational policies. As Acting Dean and chairman of the Committee on Instruction, Professor Brewster had already had experience in this many-sided service to the college. Among other innovations, Professor Brewster sent a questionnaire to undergraduates and alumnae in the interest of democratizing the proposed changes in the curriculum,

* An elaborate and detailed record of Barnard's curriculum covering the full fifty years was prepared for this history by the Registrar, Miss A. E. H. Meyer. As space forbids its incorporation in this volume, it has been placed in duplicate in the archives of the college and the office of the Registrar, where it may be consulted by those interested.

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determining the value of existing courses, and finding out what an ideal curriculum should offer.

Under four general headings, important modifications came about which modernized and strengthened the academic situation. First, the faculty adopted the policy of allowing an option of one year in a professional school. This was a liberal measure not then in practice at any other woman's college, as far as known. Inasmuch as the School of Journalism was the only Columbia University professional school open to Barnard at that time, this professional option had to be exercised elsewhere. Barnard students studied law in Yale, George Washington University, and New York University, and medicine at Cornell, the University of Michigan, and the University of Pennsylvania, receiving the Barnard A.B. degree at the end of the first professional year. The second subject to be stabilized in connection with the curriculum was the granting of exemptions for work already covered in the programs of transferred students. More and more undergraduates were coming to Barnard after one, two, or three years at other institutions, some attracted by the professional option, some by the general advantages of a metropolitan college and its distinguished faculty. As many as one-third of the graduating classes have been transfers. Barnard, in her generous attitude, feels that they are making a contribution, as well as receiving benefits from the college.

Thirdly, faculty legislation established the Honors

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Course in 1921. This approximated somewhat the English tutorial system, in setting aside restrictions in the case of specially gifted students, and encouraging them to do individual and concentrated work after their second or even first year in college.

Continuously, the matter of simplification of the prescribed courses was under discussion. The faculty were slow in recognizing and agreeing upon drastic changes. The tenacity of many departments in feeling that their particular subject should be retained in the prescribed group was finally broken down, however, and in 1925 agreement was reached. Henceforth, required courses should represent only and actually the tools most useful for any and all work in life. Specifically, prescribed work henceforth was to represent a command of English, written and spoken; the ability to read with ease at least one foreign language; a healthy body and knowledge of hygiene. Beyond this, individual curriculums were to include a major subject and correlated work carefully planned both in latitude and concentration. Thus the fourth great change was achieved.

Whether the new requirements would work well or not depended of course upon the care and efficiency of the administration of them, and particularly on the thoroughness with which the various departments would guide and instruct their major students. If properly administered, the new plan would really amount almost to the prescription of a curriculum for each student individ-

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ally rather than the prescription of a curriculum for the college as a whole.

Since its adoption the curriculum has worked with marked success at Barnard, and has been followed in part or wholly by several other women's colleges—notably Vassar.

Its adoption furnishes an interesting example of Barnard's relation to Columbia. When the new curriculum was submitted to the University Council, one member at least of that body disapproved of it, but offered no opposition to its adoption—if that was what Barnard wanted.

In 1924 Mrs. Liggett resigned the office of Bursar. She had been with the college almost since its beginning, and to many graduates it seemed as if Barnard could hardly continue to be Barnard without her. She had an intense interest not only in her own department but in every aspect of the life of the institution. George A. Plimpton had said of her many years before: "Single-handed and alone she has carried the heavy work of the office. I doubt if there is another instance among colleges where the financial department is manned by so small a force." The average undergraduate and alumna knew little about the efficiency of the college's finance. All they knew was that they had an old friend in the office, and they never came back to college without paying a visit to Mrs. Liggett.

Miss Emily Lambert of the Class of 1915 succeeded Mrs. Liggett as Bursar. Other administrative changes

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came in the twenties. The title of Secretary of the College was discontinued and the work of the office divided. Miss Mary V. Libby became Secretary of Admissions, and Miss Katherine S. Doty, the head of the Occupation Bureau. Placement work had grown to large proportions, many requests coming from the outside for college-trained women. The expansion of the office made it possible to keep complete personal records, and to give more thorough attention to each applicant.

Two assistants to the Dean were appointed—Miss Mabel Foote Weeks, the Mistress of Brooks Hall, was given supervision of all matters of social and personal guidance for non-resident students, a post in which her distinguished social gifts had even wider expression; Miss Helen Page Abbott, then Mistress of John Jay Hall, was given charge of all residence halls. Both the new college officers have seats in the faculty, and by their good sense and warm-hearted devotion to the college have played an important part in guiding the increasingly complex social life of the students of Barnard.

When Professor Brewster resigned from the position of Provost in 1922, the heavy duties of that office were transferred to the Committee on Students' Programs. Professor Louise L. Gregory was appointed chairman of this committee and later, Associate Dean. Many students are grateful for her bracing advice and clear judgment. Her courses in physiology have not been interrupted by her executive and advisory work.

CHAPTER EIGHT

Fine Arts Come into Their Own

THE YEARS between the Great War and the Great Depression were years in which wise people, having seen how little war had accomplished, were more willing than ever before to try coöperation. Barnard under the leadership of Dean Gildersleeve led the way to coöperative action on the part of seven women's colleges in the East—Barnard, Bryn Mawr, Mt. Holyoke, Radcliffe, Smith, Vassar, and Wellesley. This substitution of coöperation for competition in a highly competitive field was a purely feminine contribution to academic life—a new idea.

For some years the presidents of these colleges had found mutual profit in frequent exchanges of ideas. In 1927 they appointed officially the Alumnae Committee of Seven Colleges to keep the achievements and the needs of the women's colleges before the public. The underlying purpose was the increase of endowments, but the committee is not a fund-raising committee. Rather, it tries to deal with the fundamental problem of all women's colleges alike, which is this: the alumnae have among them few representatives of great wealth, and rich women who are not college graduates are far more apt to leave

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their fortunes to men's than to women's colleges. This arises not from disloyalty or even from lack of interest in their own sex, but rather from conscientiousness and loyalty to the husband or father who made the fortune, and who, presumably, would have been more concerned about an institution for the education of men than of women. Funds do not drift as easily into the treasuries of women's colleges as into those of men. Without attempting to minimize the labors of every college treasurer, the women's colleges know that their task is the harder one.

It is the purpose of the coöperative committee to call attention to this situation—to achieve newspaper and magazine publicity. So well have they worked that every important magazine in the country has carried articles or editorials on the subject. The committee has arranged dinners in many large cities for special groups, thus arousing the interest of bankers, editors, lawyers, officers of trust companies, and industrialists. Through radio and motion pictures, documentary films, and printed surveys it has spread the knowledge of what the women's colleges are and what they need.

The intellectual ferment of those post-war days was accompanied by a growing sense of international ties. No one felt these more strongly than Dean Gildersleeve. Twice president of the International Federation of University Women, she had presided at their sessions in Stockholm and Cracow. Long vacations in England had

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brought her in contact with British scholars. Through her tact and vision, many distinguished teachers came to Barnard—Dr. A. F. Pollard, Professor Caroline Spurgeon, and Dr. Eileen Power of the University of London; Donna Santa Borghese of Bologna; Dr. Charlotte Bühler of Vienna; Señorita Gabriela Mistral of Chile, one of the foremost scholars of South America, and today the first woman to represent her country in a diplomatic post; Madame Halide Edib, who had been a member of the Turkish National Assembly—and many others.

Hardly less illuminating than these great teachers have been the foreign students who have come to Barnard in greater and greater numbers—students not only from European countries, but from China, Japan, Mexico, Puerto Rico, and most of the South American countries. If they have received new ideas at Barnard, they have in return greatly extended the vision of their fellow students.

The students themselves felt this international interest so strongly that the Undergraduate Association raised money for two scholarships—one to send a Barnard graduate abroad, and one to bring a foreign student to Barnard. The first interchange was between Denmark and Finland—a Barnard girl of the Class of 1922 went to study in Copenhagen, and a student from Helsingfors came to Barnard.

Someone has said that the fine arts constitute the true universal language. Perhaps the awakening of interest

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in the arts was part of this international consciousness.

The arts had not had much place in the life of the early Barnard students. There may even have been a slight prejudice against them on the part of women who had long been offered painting in water colors and tinkling on the piano as a substitute for the solid education that they desired. But generations had now risen who knew nothing of such limitations, and the fine arts came into their own at Barnard with a rush. Indeed, it would have been incredibly stupid if students and faculty had failed to take advantage of the facilities for the study of the arts that exist in a city which has become a great artistic center. Almost any living artist may be seen or heard in New York in the course of a few years—actors, composers, musicians, and painters. Here are great collections of pictures and books and manuscripts—private and public. Here the theater draws its largest audiences. And, above all, New York excels in the musical opportunities it offers.

Barnard even in its first years was not entirely without musical inspiration. A great man was then head of the newly established department at Columbia—Edward MacDowell. Many Columbia men took advantage of his brilliant lectures, but few Barnard girls elected his work, and it was all too soon ended because of his retirement in 1904. However, his great kindness of heart responded to an appeal of the Barnard senior class in the autumn of 1897. The *Mortarboard* of that year had been an out-

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standing success, but a defaulting advertising firm turned its profits into a debt. The amount, though only a few hundred dollars, was utterly beyond the means of a small class. A benefit performance was planned to raise the money. Professor MacDowell consented to give a recital, although since he had been at Columbia he had entirely abandoned the concerts in which he had won nationwide fame. The condition he made was that the tickets should be in the hands of the students, not of patronesses, and not put on sale to the public. Also, Mrs. MacDowell explained that a special Steinway grand piano must be used, and that his own oak chair must be conveyed to Barnard. Brinckerhoff Theatre was promptly sold out. The proceeds were far in excess of the *Mortarboard* debt. When Professor MacDowell was asked his views for the disposal of the surplus, he answered: "Oh, you girls run along and have a good time with it." The class, too serious to obey this injunction, voted to establish a scholarship, and this money was among the early gifts placed in the hands of the newly formed Committee for Students' Aid.

In 1927, under the will of Mrs. Adrian Joline, the sum of one hundred thousand dollars was left to Barnard for the establishment of its own department of music. Mrs. Joline, a generous patron of music, and a friend of Miss Gildersleeve, had already left her, for the use of the college, the set of old musical instruments—harpsichord, clavichord, spinet, Clementi piano, and many others—

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which are historical treasures and a decorative addition to the college parlor.

The evolution of the Music Department, under Professor Douglas Moore, has been remarkable. It is a joint department with Columbia. The staff, including librarians, numbers almost thirty. Barnard girls may—and do—participate in the university choir, band, and chapel choir. The glee clubs of the two colleges collaborate. Practice studios, rooms where records can be studied, lectures both at Columbia and Barnard, have opened to students facilities on the level of the best conservatories. Professor Moore, however, does not intend to train professional musicians, but to round out the students' theoretical knowledge by practical experiments with the literature of different instruments.

It seems incredible that Barnard should not have been able until 1923 to establish a Fine Arts Department of its own, but such is the fact. In announcing it, the Dean remarked, "There seems to be danger that the esthetic side of education may be neglected nowadays." She would not say so today. The courses in fine arts, under the present direction of Professor Marion Lawrence, definitely open up the riches of the Avery Library at Columbia, of the Metropolitan Museum, of the Hispanic Museum, of many private and semi-private collections, and also current exhibitions at the art galleries. It is hard to believe that the modern Barnard was ever without the comprehensive courses this department provides.

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Poetry was a very lively art in England, Ireland, and America in the twenties. Dr. Caroline Spurgeon, visiting professor from the University of London, roused her students to keen interest in the contemporary English poets. Her rich scholarship, and incisive mentality, opened their minds to the new technique and new subject matter of modern poetry. She talked to them in a new terminology—organic rhythms, symmetry, symbolism, cadences, patterns—a stimulating experience to lay the foundation of their future enjoyment and discrimination in one of the most easily available of the arts.

Perhaps everyday speech should not be considered under the heading of the fine arts—yet the world might be happier if it were. Barnard about this time began to take a determined stand against the ugly and inaccurate speech of many of its students. A course in elocution, given for years by Mrs. Estelle H. Davis, developed under her successors into a division under the English Department called Speech. Records of the students' habitual speech are made and played back to them. No one perhaps can hear such a record without longing to improve a voice hardly possible to recognize as her own. The course under Professor William Cabell Greet, assisted by Mrs. Seals, is one of the most truly educational in the whole curriculum.

One of the liveliest subjects at Barnard is the drama. Professor Minor W. Latham in her course on the development of the English drama has had unusual success in

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awakening the creative imagination of her pupils. Finding it difficult in 1919 for students to think in terms of the medieval she asked them to re-create the atmosphere of the miracle plays of the fourteenth century by writing themselves, each one, a miracle play in verse. To demurrs she said: "Burghers did it—unknown, uneducated men wrote such plays in verse so vivid that the plays have lived through six centuries." Her students did it too, and thereafter for nearly a score of years the miracle plays of Miss Latham's class were an important event of the year. They had to be brought out of the seclusion of the classroom to an improvised stage in the middle of Brinckerhoff Theatre, with the crowded audience pressing shoulder to shoulder around the actors as in a medieval market place.

Tradition was always observed in using the simple dramatic stories of the Bible. Costumes and setting, made by the students, followed strictly the conventions of the fourteenth century. The speeches of God were always partly in Latin (correctness didn't matter either in the fourteenth century or in 1919); all the actors wore gloves; most wore smocks or leather breeches and apron; it was correct for Jonah to wear a cassock; a flowing robe and hennin veil for such personages as Ruth, Naomi, or Jephtha's daughter. Realism and imagination combined to produce an atmosphere truly convincing and spontaneous, emotional, naïve, boisterous, dramatic in effect. One girl achieved her play in Middle English, which in-

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toned well; generally a free rhythmic verse form was used, with Chaucerian flavor.

As the renown of these plays grew (no other school or college was then doing anything of the sort), requests came for their use in churches and schools. Scripts were often loaned, and sometimes the author went to coach the play, and so contributed a bit of community service.

The work in modern play-writing in Barnard College was initiated by Professor Charles Sears Baldwin who for a number of years carried on a most successful and fruitful course in play-writing, elected by the best students in advanced composition. The plays written in this class were produced by Wigs and Cues, the dramatic society, or by the play-writing class.

In later years the play-writing class, an elective course in composition, under Professor Latham has been carried on in Brinckerhoff Theatre. Here the students learn to write plays by working out their dramatic endeavors and stage problems on the actual physical stage. The class not only writes plays but acts out scripts, and forms the audience upon whom the plays are tried. Each student is forced to direct her own play, to sit with the audience, and suffer or rejoice according to the success or failure of her work.

The use of stage and of actors is not restricted to a final performance of a finished one-act play, and the opportunities afforded by a production of the script of a play is not limited to two or three of the fortunate and the

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best students in the class who are chosen for the excellence of their finished work; but each member of the class, during the year, has the chance, and, indeed, is forced to go through the experience of making the stage and the actors the medium by which she expresses her play. That the method is not wholly unsuccessful is proved by the number of Barnard students and graduates who have won success in play-writing, in play-reading, and in directing.

Most young people, staggering under the impact of higher education, simply have to write. The intoxication of the new life, with its unfamiliar subjects, inspiring professors, and its never-again-to-be-equalled leisure for discussions with one's peers, explodes into poetry, essays, satire, and burlesque. A study of Barnard undergraduate publications reveals many facts about the successive generations of girls in their teens; their wit and braggadocio, zeal and cynicism, are often quite unintentionally revealed.

The *Barnard Annual* first appeared in 1894. It existed for three years in a gentle and charming atmosphere of maidenly dignity and seriousness, lightened by sketches of flowers and birds, and developed into the *Mortarboard* in 1897. *Mortarboard*, edited by the junior class each year, still exists, and is the deeply respected senior among all the college publications. From the first it was more ambitious (it published photographs, for instance) and more practical (it solicited advertisements) than its

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predecessor. There have been many changes in its contents, such as the elimination of faculty pictures in 1921, an increase in information about the campus, and the adoption of a central theme for the whole book. *Mortar-board* has had wildly prosperous times, when it appeared in hand-tooled leather covers, and bulged with lavish and unrecognizable pictures of the campus. It has also known lean years, and during the recent depression was subsidized for a short time by Student Council. But it has continued to exist, because it fills a very real need on campus, and thousands of copies are cherished all over the country (in spite of the fact that a normal bookcase won't hold one in a proper upright position) for the sake of the true and permanent record they contain of the history of one class on its way through Barnard.

The *Bulletin*, first published in 1901 as a weekly newspaper, is the second-oldest publication on campus. *Bulletin* has no illusions that it is being written for the ages, and reflects in a lively manner the current undergraduate mind. In addition to reporting all activities painstakingly, it has made excursions into moral and political uplift. It has also experimented with humorous columns which reveal more unerringly than anything else the contemporary status of intelligence. Storms rage periodically in *Bulletin's* pages, and this is a fine sign of life.

Neither of these is a purely literary publication, and although several such have flourished for a period, none has been very long lived. This may prove nothing more

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than that the literary tastes of one generation are too different from those of an earlier one to accommodate themselves to the older vehicle. The *Barnard Bear*, appearing from 1903 to 1922, contained many contributions of real literary worth in its earlier years, but suffered severely during the war because there simply was no time for such activities. After the war, the surge of interest in social, political, and economic affairs rather left the *Bear* behind. But the bear rampant, which is the central figure in President Barnard's coat of arms, has survived the publication and is an ever-cherished design for a medal, a pin, a flag, or end-papers.

The *Barnacle*, founded in 1923, at first tried to combine literary excellence with college humor and illustrations. It was published quarterly for a brief time, and merged with the *Barnard Quarterly*, which took up the task of giving expression to literary undergraduates, in 1931. The humor vanished, and the present *Quarterly* is a most earnest magazine indeed. Its poetry is very deep, with a vague and lovely other-worldliness. Its stories are long and serious and almost invariably tragic. There is some dissatisfaction with it on the part of the average undergraduate, which may mean that an entirely new kind of magazine is hovering in the wings.

In addition to these publications the best of the Greek Games poetry over a period of years was published in 1930 under the title *To the Gods of Hellas*. There are some moving lyrics in this collection, and many are

FINE ARTS COME INTO THEIR OWN

signed by girls who later wrote poetry for the world outside our gates.

For a time, also, *Morningside* appeared as a joint enterprise of Barnard and Columbia colleges, and numbered among its editors several writers who have since been recognized by an adult audience.

THE FIFTH DECADE

1929-1939

CHAPTER NINE

Ways and Means during the Depression

ONE OF THE MANY advantages of Barnard's situation in a city like New York is the high type of men who have always been willing to serve on its board. The stated meetings in the college parlor are not too great a tax on busy men, while the Dean is able cheerfully to attend financial meetings at a Wall Street luncheon or in a downtown office. The chairmen of the board have all been men who took an active part in the life of the city. The first chairman was Dr. Arthur Brooks, a clergyman of wide and deserved influence; then Silas Brownell, a sage lawyer who concealed under a stern New England exterior a tender, almost sentimental, devotion to the cause of women's education; then Abram S. Hewitt, who had long been notable in the affairs of the nation, a member of Congress, chairman of the National Democratic Committee, a reform mayor of New York, a founder of the Carnegie Institute, and a guide and patron of Cooper Union which, founded by his father-in-law, owes much of its expansion to his vision and generosity. Mr. Hewitt was succeeded by John G. Milburn, the able and courteous head of the great law firm of Carter, Milburn, and

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Ledyard. James R. Sheffield, former ambassador to Mexico, showed during his all too short term of office the same sort of love for Barnard that its own alumnae feel. When ill health compelled his retirement, the chairmanship was assumed by Mr. Lucius H. Beers, an eminent member of the New York bar who for many years has selflessly served Barnard in many other capacities.

Other men, no less eminent than these, have taken care of other interests—architects, engineers, and especially bankers, who have assumed the responsibility for the management of its funds—all men whose names would give prestige to any organization, and whose advice would be rated as worth many thousands of dollars a year to any business enterprise.

Under the financial guidance of such men, Barnard went into the depression with a good deal of self-confidence. Not for years—not within the memory of many of the present trustees—had it failed to live within its income. Rigid budgeting on the part of the Dean, attention (perhaps feminine) to administrative detail, and wise investments by the finance committee had always produced a substantial surplus.

Registration did not immediately fall. The highest number of regular students ran a little over a thousand for the years 1927, 1928, and 1929, and did not drop below 900 until 1933. But the residence halls at once began to feel the strain. Evidently many New York girls who had intended to go away to college now found it

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more economical to stay at home while working for their degree at Columbia. The classrooms were full, but many residence rooms stood empty. This entailed a loss not only in rent but in food. To meet this situation the trustees by the advice of the Dean offered to the unmarried women on the faculty a partial payment of their salaries in rent of dormitory rooms—rent figured at an attractively low amount.

Everyone—administration officers and faculty alike—coöperated in the most minute and tiresome economies, even considering the unnecessary wastage of lead pencils. By all these means Barnard managed to pass through the first four years of the depression without a deficit, without reducing its staff by a single person, and without cutting any salary. As the depression continued, more and more girls, often the most brilliant, had to ask for help, or else leave college. In 1933 nearly half the students in college were either receiving aid, or doing part-time work, paid for by the Federal Relief Administration, now the National Youth Administration. The strain upon the funds of the college was severe. Nevertheless, the fiscal year ended with a deficit of only \$3,457 on the college books.

This was the situation when a piece of property came on the market toward which Barnard had long turned an envious eye—a block of land on Riverside Drive between 119th and 120th Streets, just west of Barnard's buildings.

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Only the year before, the Dean's report had emphasized the necessity of a new building. The old classrooms, designed when 500 undergraduates seemed a dream of the distant future, were now crowded by over a thousand. As the curriculum expanded, more individual instruction, the seminar method, and various new types of teaching required greater space. More and more rooms were needed for studies and reference libraries.

Obviously this land would be a magnificent site for the new academic building of which Barnard stood in need. Obviously, too, it was to the advantage of the city of New York that Barnard, not some commercial enterprise, should acquire this land. Lying adjacent to Riverside Church and Union Theological Seminary, and not far from International House, it occupies one of the most conspicuous sites on the river front. A commercial building might ruin the appearance of the whole group.

The late owner, an old lady of public-spirited intention, had been visited more than once by the Dean, and thoroughly informed as to the needs and virtues of Barnard College. But in the end the claims of sickness and suffering won over the claims of education, and she left her property to St. Luke's Hospital. The hospital, however, as the land was too far away from it to be useful, agreed to sell to Barnard, and held it on option while trustees and alumnae struggled to raise the necessary \$500,000 for the purchase.

The General Education Board, recognizing the impor-

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tance of this purchase in the development of a conspicuous part of New York, generously gave the college \$255,000 toward the purchase.

Perhaps the trustees would hardly have had the courage to undertake this purchase, necessary as it was, had they known that within the year they were to lose their beloved treasurer. Mr. Plimpton died in the summer of 1936. He had been treasurer for more than forty years—almost since the beginning. To go into a money-raising campaign without him was like going into battle without a general. His loss was irreparable, but it was some consolation to his wide circle of friends to know that he had lived to see the realization of most of his hopes for Barnard, and that during his lifetime he had had the affection and gratitude not only of the trustees, the faculty and the alumnae but even of the light-hearted undergraduate body who usually in any college have little knowledge of all the financial struggles that keep their college going.

About this time the trustees authorized the organization of a group to be known as the Friends of Barnard, under the leadership of one of the most active alumnae on the board. The college does not forget that it was founded largely through the efforts of a group of New York men and women who, although remote from academic circles, were deeply interested in the arts, sciences, and all civic activity. The women of that group were notable representatives of a past social order and of

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women's place in it. For the most part their activities were concerned with their own elaborate households, but all philanthropic boards were ruled, and often created, by them. Though perhaps no women of this exact type can be found today, it seemed natural for Barnard to turn to their descendants—their spiritual daughters and granddaughters—for strength and encouragement. Such people still have much to give the college in interest and advice, in bringing distinguished guests to it, in opening private collections of pictures and manuscripts to students. On the other hand, Barnard felt that through all its varied departments it might well be able to bring new information and stimulation to its Friends.

But Barnard did not have to depend upon new friends for aid. Her own daughters, almost six thousand strong, realized the emergency, and rose to it.

The Student Loan Committee, composed entirely of alumnae, and administering funds supplied by the alumnae, interviewed the increasing number of girls who applied for aid and lent money generously and judiciously. Many girls, who had been able to accumulate enough money through vacation jobs and part-time work, now were unable to earn anything. In the first years of the depression twice as many students applied for this aid as usual, and by 1933 six times as many asked for loans. Later, the Associate Alumnae opened a Thrift Shop in coöperation with several charitable organizations. Hundreds of alumnae have contributed time, hard labor, and

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rummage to this shop; Barnard's share of the profits are turned over to the college every month to refill, in part, the Scholarship Fund.

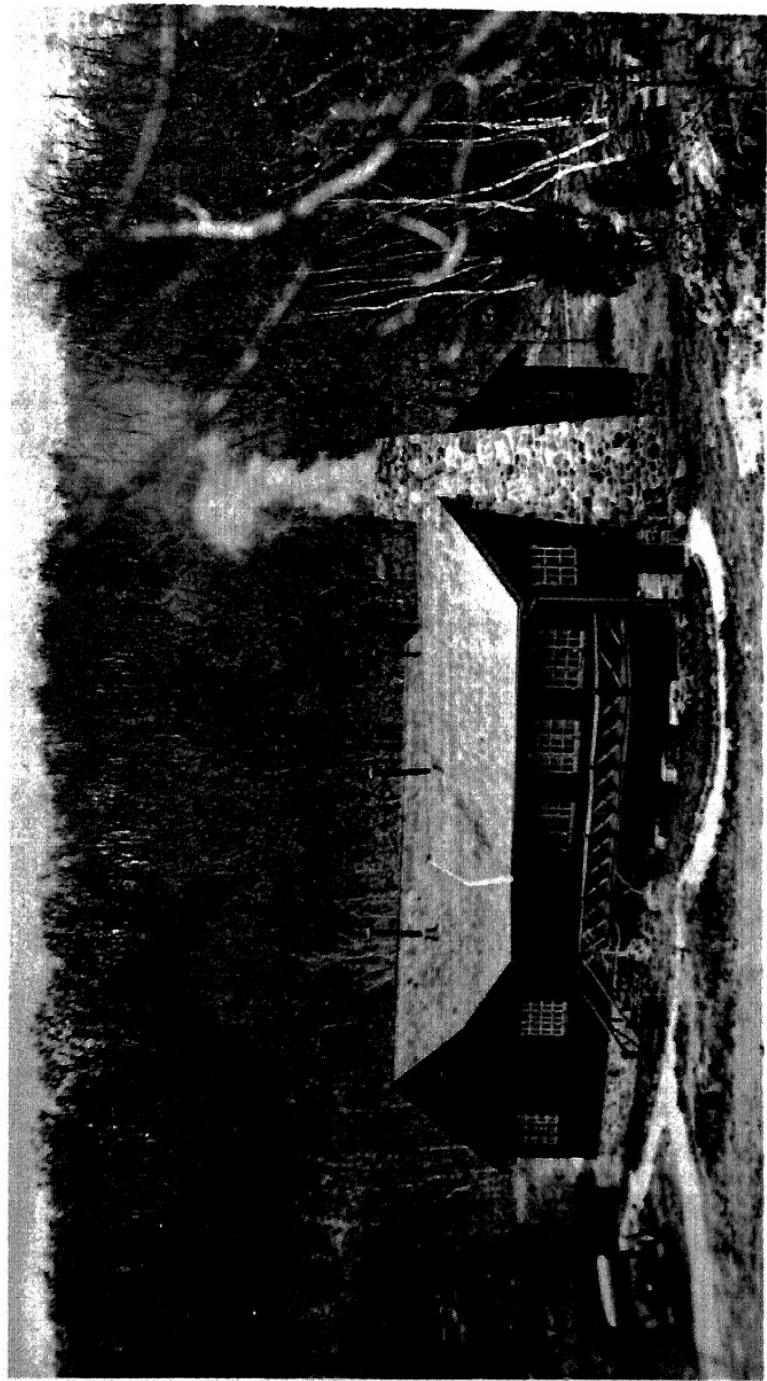
Probably the most notable assistance from the alumnae is their Alumnae Fund, begun in 1933. Their first appeal for contributions coincided with the epidemic of bank failures of that year, and yet the gifts—some large, some very small—poured in daily even through the national “bank holiday.” Over \$14,000 was raised the first year and was turned over immediately to the college and to the Student Loan Committee. Always asking alumnae to give what they could and wished to that particular year, never demanding pledges for the future, this Fund has raised a larger sum each year of its existence. When the Riverside land was purchased, it turned its attention to raising money for that, at the suggestion of the Dean, and collected \$52,795 for that purpose. In recent years it has returned to its original purpose, to provide “a living endowment” for the college. In this last year, 1938-39, it was the channel through which graduates gave \$35,196 to Barnard.

The alumnae have been concerned with other needs of the present undergraduates too. Barnard women think a great deal of the advantages of a situation in a great city, but they are of course aware that there are disadvantages also. To offset one of these, alumnae interest was aroused in 1926 by the desire of the undergraduates to get out in the country for refreshing week ends of sports and camp-

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ing. After many benefits and drives, the Associate Alumnae presented to the college ten acres in Westchester, conveniently near the city but remote from its stress. The ten acres were later increased to sixteen, and include a brook, a rocky hillside, woods, and a sunny plateau where a large rustic cabin looks out over the Westchester hills. Dr. and Mrs. Alfred Meyer, ready as usual when help is needed, donated the furnishing of the living room in memory of one of Barnard's most brilliant graduates, their daughter Margaret. Many other gifts have followed. The camp is very dear to the hearts of the undergraduates, and the faculty and alumnae who share the duties and privileges of chaperonage report glowingly on the good times and good will of camp life, amid autumn color, winter snows, or the magic of spring woods.

As might be expected from all this activity, the Alumnae Association has grown in many directions with the years. Their work was becoming so valuable and complicated that long ago the college granted them an Alumnae Office in Barnard Hall, which facilitated their program. This room, with a paid secretary in charge, has been important in keeping the alumnae in touch with one another, in touch with the college's needs, and to a certain extent with the undergraduates, the faculty and the trustees. These contacts have been strengthened by the annual reunion on February 12, when graduates from all over the world come back to Barnard and Columbia. The Barnard observance of this day is informal, from the



BARNARD CAMP IN WESTCHESTER HILLS

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luncheon in Hewitt Hall, through the undergraduate entertainment, to the Dean's tea in College Parlor.

The Alumnae Association and the college both give assistance to the *Alumnae Monthly*, which goes regularly to every alumna whose address can be discovered. It attains the ambition of all publications, to be read from cover to cover by those for whom it is written. Its purpose, a simple one, is consistently and entertainingly carried out; to keep the alumnae informed about the college and one another. Its pages carry the expected news of college functions, faculty news, and class notes; it has also, in recent years, reviewed books by Barnard graduates (several a month), conducted an amusing "Agony Column" through which alumnae exchange information and goods, interviewed nationally prominent alumnae, and carried feature articles on gardening, theatrical work, foreign restaurants and food, nursery schools, and many other subjects. One of the latest features of this alert magazine is its "Far Provinces Department," to which former students contribute articles from Norway, Spain, Jamaica, and other corners of the earth.

The close bond between alumnae and college has been strengthened by the college clubs. The Barnard College Club of New York, founded in 1925, and attractively housed in the Barbizon, led the way. Since then, local clubs have been formed in such cities as Boston, Chicago, Los Angeles, and many between these outposts. They have become centers of Barnard information in their

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communities, as well as recreational organizations for their members. Whenever the college needs them, as when National Barnard Day was celebrated in 1938 across the country, they take pride in doing much more than they have been asked to. The clubs in Washington, Boston, and Philadelphia have performed special service, too, in acting as hostesses to Barnard undergraduates who travel, planning Fine Arts tours in those cities.

Miss Helen Erskine, Assistant to the Dean in Outside Contacts since 1935, is active in creating opportunities for the general promotion of Barnard interests.

Every five years the Associate Alumnae have published a Register of their membership. It is a thorough, accurate piece of work, more difficult as the years pass and the numbers grow. The Register of 1935 showed some interesting statistics. In spite of the depression, or because of it, there was a slight rise in the proportion of graduates reporting some paid occupation. A greater change was reflected in the number of alumnae working in some form of Government employment; between two and three times what it was in 1930. The marriage rate steadily rose.

Back on campus, it must not be thought that student life consisted exclusively in applying for loans and grants-in-aid. Most undergraduate activities continued in this decade, much as usual, except that the days of lavish benefits and easily consummated drives were over. The old customs of donning angel robes for physical examina-

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tions, of meeting friends "on Jake," of wearing cap and gown during Senior Week, of serenading the Dean at Christmas, of hearing the Milbank chimes all that week before the holidays—all these, and many other familiar acts were, and still are, repeated by each new class. There are new customs, inevitably. Mysteries, that prolonged period of introduction of freshmen to sophomores, has subsided from a mildly ludicrous hazing to an interclass party. Student Mail has an efficient new system, but Fred, the faithful postman, continues to make his familiar rounds. Greek Games entrance is non-competitive; the Honor Code is still administered by grave young proctors, and the classes still sing every June in the Milbank quadrangle. The forms of student life, in other words, are not too painfully changed.

The activity of student clubs is notable. French, Italian, Spanish, German, and Classical clubs are related more closely than ever before, each to its particular department. They give artistic performances in drama, dance, and lecture forms. They raise funds for foreign scholarships. The Episcopal Club, the Newman Club, and the Menorah Society are active, and two new religious clubs have recently appeared, the Lutheran Club and the Wycliffe Club. The programs of such organizations as the Glee Club, Wigs and Cues, and the Athletic Association have already been discussed. All these student groups exist independently under Barnard's wise Student Government.

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Just as war work had demonstrated to one college generation that even the most secluded student was affected by world events, so the economic disaster has made this generation very much aware of current problems. Their interest has been reflected in numerous organizations; the Social Science Forum, the Marxist Study Club, the Barnard Liberty League, The Patriots. Stump speaking and straw voting flourish on campus, and delegates from Barnard and other colleges journey to Albany and to Washington for hearings, to protest and to encourage.

There is, moreover, an overwhelming concern with international peace. The devotion of women to good causes is an old story; the forming of public opinion by women is a fairly new one. That college women more and more seriously see and accept this responsibility is nowhere more evident than in the cause of peace. With many ramifications and minor differences of opinion, this subject is in the active thought of the average, rather than merely the exceptional, student. Peace Week, anti-war parades and rallies, disarmament ballots, and model conferences keep it in the foreground pretty constantly. The fact that undergraduates have continued to finance international student fellowships has also been a contributing factor. One or more girls, leaders in college life, receive the highly valued opportunity to study for a summer at Geneva, and return to spread enthusiasm and information on the subject of peaceful relations in a world of strife.

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Since the World War, strong and intelligently organized groups have become crystallized from many inter-collegiate conferences into the National Student Federation of America, the Students International Union, the American Student Union. In all of these, Barnard delegates have participated, and returned with clearer vision and more energetic purpose.

The Peace Assembly, called each year at college, is a part of a nation-wide observance of the "Will to Peace" in the colleges. Barnard, like other colleges, suspends classes for the hour of the assembly, and has succeeded in making it a peaceful and well-ordered demonstration. Totally varying points of view are presented by student speakers and invited guests, and the final impression conveyed is that the college world knows that hard, straight thinking and analysis is more than ever necessary in order to find the way through bewildering and conflicting viewpoints of equal sincerity.

Like other colleges, Barnard is proud of her generous lists of scholarships, and eager always to add to them in the hope that no student of exceptional ability shall be kept away because of financial limitations. There are competitive entrance and general scholarships, many of them memorials founded by individuals, by schools, or by their alumnae associations. There are also residence grants and many prizes in various departments in the form of memorials.

Two of the five Graduate Fellowships are in memory

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of professors—Grace Potter Rice, who was identified with the Chemistry Department for twenty years, and Herbert Maule Richards of the Department of Botany. These, and the Margaret Meyer Graduate Scholarship, are awarded each year as an academic honor for further study and research.

Times are still hard. Barnard, for the first time in its adult life, finds itself with a large working deficit. Is this a permanent condition? As large gifts become rarer, as fortunes dwindle, as the yield from invested funds becomes less, the question is being asked whether great private institutions for the care of the sick and the education of the young can long continue to exist on any such scale as in the past. Perhaps they can find new means of support, such as Barnard's Alumnae Fund which makes one huge gift out of thousands of little ones. Perhaps in a few years such fears will have proved themselves groundless. Or perhaps all colleges will be obliged to reduce the curriculum, the number of students, or the salaries of their already underpaid staff. No one can answer such questions.

But if changes are to come, Barnard will face them as a unit. Trustees, faculty, alumnae, and undergraduates are in sympathy with one another, and bound to one another, as never before.

CHAPTER TEN

Barnard's Faculty

BARNARD has always been exceptionally fortunate in her faculty. Looking back over the half-century, one sees in every decade great teachers, great personalities, great scholars. There are many whose books and fame have added luster to the college; there are many gifted with executive ability who have worked tirelessly on the standing committees of the faculty—Instruction, Admissions, Transfers, Honors, Scholarships—work behind the scenes that shapes the educational life of the college.

But students and alumnae think of their faculty rather in terms of personal inspiration, awakening, encouragement. In a brief survey of the building-up of the Barnard faculty from seven members in 1889 to one hundred and thirty-seven in 1939, certain men and women stand out, those who have definitely furthered the entrance of women into new fields, those whose magnetic personalities have strengthened younger personalities for all sides of life. The long lists of books, honors, and learned societies that could be compiled must be omitted, but this volume would be unacceptable to Barnard alumnae, as well as incomplete, without some recollection of a

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number of individuals in faculty history who have not already appeared in the narrative of events. Space requires that the enumeration be very much shorter than inclination or justice would seem to demand. Associated with the heads of departments here mentioned are a great many professors and instructors who have given even longer years of devoted service in the expansion of departmental fields. Recent years, too, have added bright stars to the faculty firmament. Much will be read between the lines in this chapter.

In the very first years Barnard was strong in classics, mathematics, modern languages, and English. Several of that inspiring faculty group of the first decade continued their association with Barnard for forty or more years—Professors Perry, Knapp, Baldwin, Brewster, Crampton—staunch and distinguished upholders of the early ideals of the college, and continuously more beloved. Before the college left Madison Avenue, departments of natural sciences were also thoroughly established and the social sciences brilliantly begun.

A generous spirit seems always to have presided over science at Barnard. Gifts of equipment and unsalaried teaching services are repeatedly mentioned in annual reports. Though the laboratories were meager and inconvenient, Dr. Emily L. Gregory, Dr. Vulte, Mr. Von Nardroff, and Mr. Calkins laid solid foundations in botany, chemistry, physics, and zoology. The move to Morningside provided whole floors of laboratories in Milbank;

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shortly afterwards the conversion of Fiske Hall from dormitory to science building gave still greater facilities. Some of these were unique, for there were porcelain bathtubs left over from dormitory suites, in which many a dogfish passed his last days happily, and cats and rabbits had commodious, if temporary, apartments in the basement.

At first requirements for graduation included one year's study of a natural science, and many students left this until senior year as a perfunctory matter. With the expansion of the departments, interest in science grew and flourished. It is during Barnard's half-century that women in science, both studying and teaching, have become a matter of course. Once the gates were opened, women entered quickly upon the great fields of knowledge which had been the exclusive preserve of the masculine mind. Women are eminently practical; the concreteness of science is highly satisfying to them. Perhaps the poetry of science also fascinates them, and they know intuitively what Professor Keyser meant when he said: "The spirit of science is a part of the deep-centered instinct of the world; it is the austere and lofty analogue of the kitten playing with the entangled skein, or the eaglet sporting with the mountain winds."

Herbert Maule Richards, who succeeded Dr. Emily Gregory as head of the Botany Department, was a scientist who had an illuminating effect on his students. His knowledge seemed to them universal, for he was thor-

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oughly versed in chemistry and zoology as well as botany; the son of a well-known artist, he had wide knowledge, too, of art, literature, music. In 1917 Professor Richards added bacteriology to the Department of Botany. His personal research in cactus gave him fame in the world of botanists. He demanded a great deal of his students, was hard on the casual ones, but roused those who were in earnest to accomplish more than they themselves believed possible. Professor Richards took a warm interest in the Barnard Botanical Club, and made it a strong link between the department and the college through its gifts and between students of present and older generations through their loyalty to him and their common scientific interests. Since Professor Richards's death, Edmund W. Sinnott has carried on the department with distinction.

In 1898 Henry E. Crampton became head of the Department of Zoology, and from that day to this students have looked back upon his lectures on evolution as some of the most well-spent hours of their college years. It has been said that it is a rare undergraduate who does not acquire a permanent shaping of her philosophy of life through his concept of man's place in a well-ordered biological universe. Professor Crampton's scientific grand passion is snails; all his life long he has studied and experimented, accumulating a mass of data from his snail colonies on the roof of Fiske and from his sixteen expeditions to the Polynesian Islands and South America,

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and making an important contribution to the understanding of the dynamics of evolution.

When Dr. Emily Gregory died in 1897, Dean Smith said, speaking of a situation that no longer exists: "The fact that our instruction is given by officers of Columbia, though it is one of our chief advantages, deprives our students of the object lesson afforded by women of first rate mental capacity and training devoting their lives without arrière-pensée to the work for which they are apt. It is our good fortune that one has left her mark ineffaceably on our traditions."

Without a break since then, there have been just such women teaching science at Barnard, in all a large group representing scholarship, initiative, and enthusiasm. In day-by-day teaching, in laboratory direction, in research, in publications, in organizing and coördinating various phases of work, these scientific women of every academic rank have indeed made their mark on Barnard traditions. Professor Margaret E. Maltby was for many years head of the Physics Department, and until 1903 she had Chemistry also under her charge. Professor Ida H. Ogilvie came in 1903 to give the first course in geology, and continues to be head of the department. Students remember her for lectures that combine the simplicity of a well-organized outline with an amazing richness of illustration. Geology majors who have heard her discuss historic controversies will never forget that the truth usually lies somewhere between two extreme views.

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Dr. Marie Reimer, since 1903 the head of the Chemistry Department, has a particularly far-reaching influence and a clear ultimate purpose in introducing students to the laws of scientific thought. How to know a fact when they see it; then to disbelieve what they see; to proceed by reason to the next step; never to jump to conclusions; to feel the thrill of stepping into the long historical procession of scientists who have lived and achieved by observing these laws—all these great realizations Dr. Reimer succeeds in imparting even to the most “unscientific” of her classes.

With those who choose to carry on advanced work in teaching or research, she keeps strong inner ties. Years after graduation, perhaps, a former student receives an unexpected suggestion: “Why not take a year in Copenhagen or Paris for special study with so-and-so?” or, “Did you know that there’s going to be an opening in —— College where you would just fit?”—and by some sort of magic Dr. Reimer brings her suggestion into actuality.

The social sciences have had, too, an extraordinary evolution. When Franklin H. Giddings came to Barnard in 1895, it was to give one course of lectures in the new Department of Sociology. He became a positive and creative force in intellectual stimulation for a quarter of a century, and influenced the thought of hundreds of students who in turn have become creative and active; the more so as through these years came the realization of

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the value of trained workers in social and civic organizations.

Professor Giddings contributed vastly to the recognition of the essential unity of the social sciences. In fact he himself was that unity; his original, comprehensive teaching embraced the present distribution of social-science subjects under six or seven departments. The content of his one course is now differentiated as sociology, economics, government, anthropology, philosophy, and religion. Professor Giddings was a constructive thinker, now attacking some entrenched notion, political, economic, or moral, now showing penetrating insight into human conduct and "social causation," his own well-known phrase. In his spare time he worked valiantly in civic and altruistic groups. There was nothing he did not know about actual conditions of poverty and crime. The bettering of tenement house laws, public health commissions, the workhouse, juvenile courts, such things were part of his concrete interest and endeavor. Simultaneously his adventuring mind embodied in fourteen books, numberless articles and addresses, his "*Theory of Human Society*," and his full faith in the possibilities of life.

John Bates Clark was Barnard's first Professor of Political Economy. Juniors and Seniors in 1895 could elect theoretical and historical courses under Professor Clark and his colleagues, Professor Richmond Mayo-Smith and Professor E. R. A. Seligman, the latter a specialist in the theory of taxation and finance. When the

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department changed its name to Economics, theory and history were not abandoned, but the emphasis and point of departure became, to quote the subtitle of the introductory course: "Outstanding economic problems in the light of current facts and of economic analysis." Professor Clark was himself so great a practical economist that his counsel was frequently sought by governmental powers on three continents. He spent more than a year in China, assisting Sun Yat Sen in the instituting of modern economic methods.

More and more subjects related to human values and social evolution came into the classroom through this department. Professor Henry Rogers Seager's course on labor problems has been described as a call to battle. Professor Emilie J. Hutchinson, for many years influential in the department, set girls in her classes thinking about women and wages, consumption patterns, marketing, production, personnel. Henry Raymond Mussey gave vivid, clear treatment of controversial issues in his popular courses.

There has been no lessening of vigor in this department; majoring in economics ranks significantly high among present undergraduates.

The Department of Government regards Barnard, so close to the world of affairs, as a sort of sounding-box, and definitely trains Barnard women to listen and respond dynamically. Raymond Moley has a justified confidence in women's ability to make valuable contribu-

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tions to civic, state, and federal affairs. Many graduates hold him largely responsible also for their success in business, law, banking.

Thomas P. Peardon is now a valued member of the department, conducting courses that carry on Professor Moley's work. His courses, "The British Empire" and "Comparative Governments," form a natural bridge between government and history. Wherever and whatever he teaches, Professor Peardon has the gift of leading his students into straight thinking, with impatience for anything but an honest and realistic approach.

The History Department, having reached a high peak under Professor Robinson's teaching and leadership, has continued to provide courses on broad lines as well as in special periods. Professor Eugene H. Byrne, now directing the program, emphasizes, with his colleagues, the correlation of history courses with social and cultural studies under other departments. James T. Shotwell, still a member of Barnard's faculty, began in 1903 to give courses which are recalled as "thrilling." His "Outline of European History," then obligatory for sophomores, was masterly in scope and perspective; during the war, too, he brought perspective into a mass of detail in his day-by-day summary of the European situation. He was called to the Peace Table at Versailles as an expert, and afterwards applied his brilliant constructive mind to work for the League of Nations.

Mathematics on first thought might be set down as a

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static subject which in the short space of fifty years would show little variation. It is interesting to note, however, that within the last decade of these particular fifty years a college catalogue has for the first time been able to announce a course called "The Theory of Space and Time (prerequisite, calculus), subtitle: the Special Theory of Relativity."

Professor Thomas Scott Fiske, an exceptionally able teacher, came from Columbia to conduct the first freshman class in geometry; after a few years Columbia claimed all his time, but Professor Fiske continued always to show a strong, friendly interest in Barnard. Professor Edward Kasner, widely known for his brilliant contributions to mathematical theories, has been one of Barnard's most original minds. In 1895 Professor Frank N. Cole became head of the department; George W. Mullins succeeded him in 1915. "Math" was then a required subject for freshmen, but, since it became elective, Professor Mullins has always had large classes both in elementary work and in his advanced graphical and numerical analysis. For more than twenty-five years he has passed on to his students some of his own enthusiasm for the precise, beautiful, challenging thing that is mathematics.

Dr. Gulielma Alsop (Barnard '03) as College Physician ably supplements and coöperates with the Department of Physical Education. Her required courses in hygiene are more than ordinarily helpful; her mental hygiene is also helpful to older and younger generations,

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based as it is on common sense rather than on a complicated Freudianism. Seniors may elect her course of lectures on courtship, marriage, motherhood, and the family. One or two of her quotable epigrams show the trend of her influence.

"No longer do women leave love and marriage to fate, but plan for them as definitely as we plan for a profession, for health, or for friends. The enormous love and energy that used to rear families of ten to twenty children is still at women's beck and call, and should be used in this age in work that overflows outside as well as within the home." "The psychology of jobs is that job-hunting is a secondary issue, not a primary issue; that jobs are waiting by the thousandfold for the girls who put the interest of the job before the financial and commercial aspects of it."

Dr. Alsop takes great satisfaction in the 150-odd women in medicine who are her fellow-Barnardians and fellow-physicians. No other profession, she thinks, is so satisfactory for women, because of its demand upon their natural versatility, intelligence, conscientiousness, and because of the freedom it gives to combine domestic and professional careers. Nowhere can girls who are drawn to medicine have better opportunities than in New York of seeing its many sides through Dr. Alsop's contacts. Preventive, social, statistical, and psychological, in research and in practice—she makes clear the appeal of all these sides of medicine for women, and helps students

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to look for their own congenial field. Dr. Alsop's loyal assistant in her office is Miss Jean C. Leishman, R.N., who has given unfailing aid and comfort with sprays and bandages to countless students.

In the first printed announcement of courses at Barnard a two-hour course of lectures in anthropology appears, under the Department of Philosophy, grouped with several other two-hour senior courses at Columbia in ethics, philosophy, experimental psychology and mental pathology. Dr. Livingston Farrand gave the anthropology lectures for many years at Barnard. It was Barnard's great good fortune to have as senior professor the dean of anthropologists, Franz Boas.

Whether organizing resources and laying foundations, at Columbia and at the Museum of Natural History, or intensively studying the Eskimos of Baffin Land and our West Coast Indians, Professor Boas is always the master mind—exploring and systematizing the new-old knowledge of primitive man.

This is another of the social sciences which many women, in these fifty years, have made their own. Trained by Professor Boas, Gladys Reichard now carries on the department at Barnard with varied interesting courses. She has a comprehensive knowledge of our nomad primitive people, the Navajo Indians, having lived among them in friendly fashion, learning and doing everything a Navajo woman knows and does, as shepherd, weaver, designer. She is making notable contribu-

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tions in her firsthand accounts of ceremonials and symbolism.

Psychology, with its rapid shift of emphasis and experimentation, has seemed at times as unpredictable and unscientific as human nature itself. Even a few months' study with Professor Hollingworth, however, is not only a stabilizing mental experience, but offers a clarifying vision of what is psychology and what is not.

When Harry L. Hollingworth came to Barnard in 1907, psychology was still a division of philosophy. Now the department he has developed offers fifteen or more title courses. A careful selection and grouping from these affords a background for three classes of students; those whose primary interest is in education, those who have chosen social work and practical affairs, and those who want advanced work in psychology.

Barnard has sent an unusually large number of psychologists out through the country, many now holding important teaching positions in other institutions, who began as assistants to Professor Hollingworth.

For a long period educational psychology, as originated by John Dewey, was wholly taught at Teachers College by Edward L. Thorndike, and attracted many Barnard students. Professor Thorndike is affectionately known among his colleagues and former students throughout the world as the "big chief" of the scientific enterprise in education.

The Department of Philosophy continues to present its

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traditional, age-old subjects, logic, ethics, and metaphysics. To teach these formal courses William Pepperell Montague came to Barnard in 1907, one of the most distinguished of American philosophers, well known also internationally, and active in the Philosophic Congresses of world scholars. He adds what has been called a fortifying human philosophy, and his questioning students learn from "Barnard's Monty" the meaning of such phrases as "Ways of Knowing," "Belief Unbound," "God—an Ascending Force." His colleague, Dr. Helen Parkhurst, has added rich and unique interest to the department in her treatment of aesthetics, both in literature and in the culture of the Middle Ages.

New vistas of learning and modern methods of scholarship characterize the Department of Religion. Doubts about the practicability of inaugurating such a department and keeping it free from dogmatism and bias were gradually broken down, in particular after the university chaplain, Raymond C. Knox, proved the possibility of giving a course in Biblical literature in such a way that it met universal approval from students of all faiths. After the war, Dr. Knox was commissioned by President Butler to make a report on Religion in Education in the European universities. Out of this grew an enlarged department, now ably guided by Professor Horace L. Friess.

The chief interest which Barnard students, to the number of about seventy-five each year, at present show in studies in the field of religion is a general, cultural one.

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This is as it should be. And it also means that the vocational significance of this work is not confined to those entering upon church work, or careers of teaching and scholarship, but extends more broadly into the fields of the arts, museum work, psychology and education, social work of various types, journalism, and even politics. Personal development and new dimensions of participation in the life of society are both envisaged as goals of the college's concern with religion. A special relation to the present need for understanding different peoples, traditions, and faiths—likewise the power and use of symbols—may also be noted.

Emily James Putnam came back to Barnard in 1914 as Associate in History, giving a course on Roman and Greek Theories of Life and Conduct. In 1920 the Greek Department claimed her again, and her "translated courses" were the first of those which ever since have been the means of bringing Greek thought to students who have no taste or time for so-called "dead languages." Despite the small numbers to which classes dwindled after the first decade of the century, the Classics Department has provided comprehensive work under the leadership of Dr. Knapp, whom Dr. Gertrude Hirst now succeeds—the more ably, as she has been in the department since 1901. Dr. Gertrude Hirst is famous for her elementary Greek course which enables students to read Homer in the original before the end of one year.

Modern languages have perennial charm as well as in-

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tellectual interest at Barnard. French in the early days was taught by Benjamin D. Woodward, who added zest to the hard work he demanded by the sparkling versatility of his knowledge and the way he linked French history, drama, and romance with irregular verbs and idioms. Reading *Faust* with Calvin Thomas made one feel that *Faust* must never be missed at the opera. Professor Thomas's studies in Goethe made him famous, and seemed a true epitome of his grave, quiet personality. Mr. Speranza (Carlo F.) possessed of great learning, but eschewing titles, gave Italian courses to a small devoted group. Under such happy auspices modern languages were well established.

Now for nearly forty years Wilhelm A. Braun has been the guide of the German Department, giving many students an insight into the nature of the German people, and correlating German philosophy, literature, and music. Louis A. Loiseaux was long the head of the French Department, which is now under the direction of Frédéric Hoffherr, a scholar of note. Professor Hoffherr has added the study of phonetics with the use of phonograph records—an interesting modern feature.

The brilliant teaching of Dino Bigongiari enchanted the students of Italian for many years. Professor Bigongiari, like Professor Speranza, came from the Columbia faculty; his constantly growing classes brought about the establishment of Barnard's own department under Professor Peter M. Riccio. Since the opening of the univer-

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sity's Casa Italiana, important lectures and social occasions in honor of distinguished Italians have added to the activities of the department.

In 1920 Miss Carolina Marcial-Dorado came to Barnard as head of the newly formed Spanish Department. She has played an influential role in sending Barnard students to Spain on scholarships, and in bringing to Barnard many Spanish-speaking students, and many visiting Spanish celebrities. A firsthand interest in ten or twelve countries south of the Rio Grande has come to undergraduates with considerable vividness because of these Latin-American students of promise and distinction. Spanish language and literature courses have more than ordinary interest, too, through Miss Dorado's creative imagination in teaching. Casa de las Españas at Columbia is always headquarters for festive occasions, and La Residencia Española offers six weeks' intensive study in the summer, under Miss Dorado's energetic and friendly supervision.

The English Department represents to many alumnae their most poignant memories, connected with the greater and lesser lights who have made up its personnel through fifty years. Output and intake have almost equal intensity of interest for students in English, with composition and rhetoric requiring that early struggle to put thoughts on paper, not just words; and literature revealing the grandeurs and subtleties of thought and words from Chaucer to Spender. The newer division of Speech links

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the two others, with fascinating studies of the voice and the spoken word.

Recollections of Freshman English bring to mind many personalities, both sparkling young assistants and revered senior professors. Those were the days when a red-penciled "not bad" was distinctly exalting, and "your point is very obscure" rather hard to live down. That a majority of undergraduates are not indifferent about their ability to write is evident in the subsequent wide election of Daily Themes.

This course has been successfully taught by several others, but William Tenney Brewster made it his own in continuity through thirty years. "A rich classroom experience and a cherished memory" it has been called. The writing of the themes, and getting them in on time, was one part; Professor Brewster's reading aloud of selected ones, another—the non-committal voice, the devastating comment, the honest appreciation and penetrating criticism—and humor withal, that unfailing humor that has been so long Barnard's delight.

William Peterfield Trent was called in 1900 from the University of the South as Professor of English Literature, and immediately became the sage and oracle of the Muses. Born in Virginia, he was the kind of man to find a welcome on either side of the Mason and Dixon Line. He read poetry magnificently, and many a student remembers the booming, sonorous voice of Professor Trent chanting words of beauty. He made his pupils feel the

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magic of poetry, just as he made them feel the sacredness of books. A frail, slender man, he would enter the classroom bent over by the weight of his portfolio from which he would presently draw folios, quartos, and duodecimos. The very way in which he handled the volumes, with a caressing, lingering movement, was a revelation.

Charles Sears Baldwin taught English from the earliest days of Barnard, extending to his students a sympathetic understanding which spurred them to discover and use their own abilities. When he returned in 1911 after some years' teaching at Yale, he had won there the affectionate appellation of "Shakespeare Baldwin" because of a certain physical resemblance, and perhaps also because of a high-minded gaiety of nature. From 1911 until his death in 1935 he taught composition and also Chaucer. He loved life, and he loved Chaucer; in his teaching he made it plain that he gave his allegiance to that ideal of an ordered, unified, catholic civilization resting upon faith, which he found in medieval literature.

Though all too early the English Department lost Virginia Gildersleeve, appointed Dean in 1911, in her years of teaching she imparted not only an ideal of integrity in writing, but a sense of joy in literature. In her Shakespeare course, as well as in the survey of medieval literature, she combined an enthusiasm for strict scholarship with one for the beauty of art. Even friends who never heard her lectures can recall the magic spell of her recital of "*La Princesse Lointaine*," and of the gory ballad of

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"Edward." No medieval minstrel, they say, ever made the Faraway Princess more nebulously charming, or the famous ballad of violence and blood more richly dramatic.

Grace Hubbard, called from Smith College in 1905, was a distinguished member of the department until her death in 1928. With wide social acquaintance, she interpreted literature and life in a way that only a woman with an intense interest in both could do. One of her pupils writes: "Miss Hubbard's course in Victorian Literature showed a rare understanding of our minds and moods. During the dark winter months we descended with Carlyle into the purgatory of the Everlasting Nay. With the first spring days we emerged into the milder melancholy of *Maude* and *In Memoriam*; and by the time the weather was warm enough to allow out-door study on the campus, we were deep in the lush romanticism of the Pre-Raphaelites."

William Haller for ten years carried the executive work of the English Department when Charles Baldwin and William Brewster had retired from the heat and burden of the executive day. Minor Latham is now chairman of the Barnard English Department, while continuing to interpret the drama, ancient and modern, and to conduct her play-writing course. In spite of her heavy duties, her classes have lost none of the *élan vitale* for which they are famous.

Of later members of the Barnard Faculty a continuation of this history may some day speak as fondly. The-

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ories of teaching change from time to time, but the reactions and stimulation between teacher and student are essentially and perennially a matter of communication and exchange. Making use of any given subject matter, the helpful professor does far more than cover a field of knowledge. Moving with, or counter to his thought, the penetrative student gains much more than facts and data. In the past and in the present, the wise teacher has communicated to the wise student the realization that man's law is from within, not from without, that the use of man's higher intuitions is the only possible basis of progress, and that standards and principles of work and life are more important than facts and theories.

CHAPTER ELEVEN

Town and Gown

As long ago as 1865 John Henry Newman, speaking at the University of London, said: "A city is by its very nature a university. It draws to itself men and women of all types and kinds; it is the home of great collections of art and science, and it affords abundant opportunities for all to come under the influence of the best music and the best literature."

In 1902 President Butler, quoting these words, added: "The great city, and specially New York, is intensely cosmopolitan, and contact with its life for a short time during the impressionableness of youth is in itself a liberal education."

And in 1922 Professor Brewster in his report as Provost said: "A city college might be called successful almost in proportion as it succeeds in shaking off a merely conventional and academic routine, and using in a systematic and organized way, as well as in a casual and informal manner, the civilized intellect that lies outside itself. So far Barnard has merely scratched the surface; much might be done, not only in introducing students

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to what the city has to offer, but in employing city talent at the college itself."

In the fifth decade of Barnard's life these visions of twenty, forty, seventy years ago have become reality. The phrase so widely used, "New York is Barnard's laboratory," expresses simply and graphically what has come about. As a university college set in the midst of a vast metropolis, Barnard has adapted and assimilated to her purposes manifold opportunities that exist in a great city and nowhere else.

This evolution has come gradually in the two decades following the World War, when certain definite changes and trends in the student mind became marked. Inevitably these changes are reflected and expressed in academic methods and material. The conditions and problems of the world we live in invaded the campus and the classroom at that time; now they are regarded as the natural material for study. Politics, social betterment, economics are no longer book subjects presented authoritatively by mature specialists. The growing mentality of undergraduates finds them live topics with a bearing on the daily life of everyone.

The relating of such subjects to the life of the city is the unique evolution of this decade, achieved by the vision of faculty members, and the pressure of students themselves. It is true, too, that numerous college-bred men and women are now everywhere at work in all departments of city life. They gladly open many opportuni-

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ties to undergraduate groups who wish to make use of the richness of material at hand.

Barnard undergraduates study all kinds of racial groups: Hindu cults, Father Divine's following, Jewish adolescents. They see the struggles of "second generation Americans" to adjust themselves to American ways. They make trips to the pressrooms of the *New York Times* and the *Herald-Tribune*, to old tenements and to the new First Houses, to factories, courts, and ocean liners. Economics students, who have mastered the theory of statistics in college, have a chance to go to the city for live, raw material. One girl is spending two half days a week in a brokerage office where the Wall Street atmosphere breathes life into theories. Another does research work in a large bank; and a third is making an analysis of case records at a social agency. Their work is far from academic; it is helpful to them and to their employer-hosts in a most practical way. In addition to this specialized experience, economics students observe at first hand many unique financial institutions such as the Stock Exchange.

In the field of government the undergraduates learn at first hand just how practical politics can be. They take frequent trips to specialized courts, such as the children's court, and workmen's compensation hearings at the State Department of Labor offices. They visit public and semi-public housing projects. They attend meetings of the city's Board of Estimate. Some of the more advanced

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students actually work in government bureaus or in the organizations concerned with public service, like the Civil Service Reform League or the League of Women Voters. In addition to learning the philosophy of government, they see, and hear from New York's officials, just what daily problems confront administrators in the biggest city of the nation.

As for psychology, an inquiring student can hardly name the experiment or type which New York cannot supply. Undergraduates make ample use of the many examples of supervision offered here for psychological problems, such as the Bureau of Vocational Guidance and child guidance clinics. They study examples of deviation from the normal in the Hudson Reformatory and Kings Park State Hospital. They see educational experiments in the public schools, on playgrounds, in nursery and experimental schools. Human beings—individually and *en masse*—are their material, which should indeed be the case in this subject.

Intelligence has been well defined as "life understanding its own conditions." The leadership of college men and women will be more and more sought and valued in so far as they prove themselves able to turn to account intelligently and productively the results of their education. The aspiration for social betterment, or for individual liberty, or for intellectual progress is no novelty in human history, but never has there been a time when so many youths, both men and women, have been given

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such broad training and inspiration for the social engineering of the future.

Another characteristic of the present-day student is the demand for practical knowledge, and again the city supplies a wealth of concrete material. In chemistry, physics, bacteriology, the great experimental laboratories of the public service companies are valuable adjuncts of academic work. Student groups are welcome at the lectures of experts connected with the telephone and telegraph companies, the Edison and Western Electric companies, the milk plants. They are equipped thereby with first-hand observation of the highest achievements in efficiency and invention in these practical fields where some day they may make a contribution.

Botany and geology are practical subjects too in New York, which has eighty-two parks within her boundaries, and miles of the Palisades just across the River. Close at hand is the Boyce Thompson Institute for Plant Research, where experimental work of great importance in soils and plant life is always going on. The rock formation of the city is in itself a vastly interesting exhibition. In the countless excavations about town, in the parks and on more distant exploring trips, students collect a great variety of specimens to be classified and mapped.

One of New York's most delightful contributions to university culture lies in the satisfaction it can give to the prevalent desire of students to get back to sources. The incomparable collections of its many museums and

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libraries are the background and fountainhead for students of anthropology, the classics, medievalism, special phases of historical periods.

The inborn human craving for exploration has ample outlet in the possibilities of anthropology and archaeology. These great fields of study are now the very practical concern of many American universities which are scientifically carrying on research in faraway lands of every continent, the more remote the greater the allurement. Expeditions continue to unearth buried cities and civilizations, and disclose secrets of primitive man. Students find that a good place for preliminary investigations of primitive man is the twentieth-century city. Days spent at the Museum of Natural History make the best of preparation for understanding the heart of Africa or our own Indian tribal life in Arizona or Alaska.

Other museums are used with profit. Collections of Greek and Roman antiquities suggest valuable projects in classics and history. Medieval literature finds all its pages vividly illustrated by priceless tapestries, armor, ivory, sculpture, manuscripts.

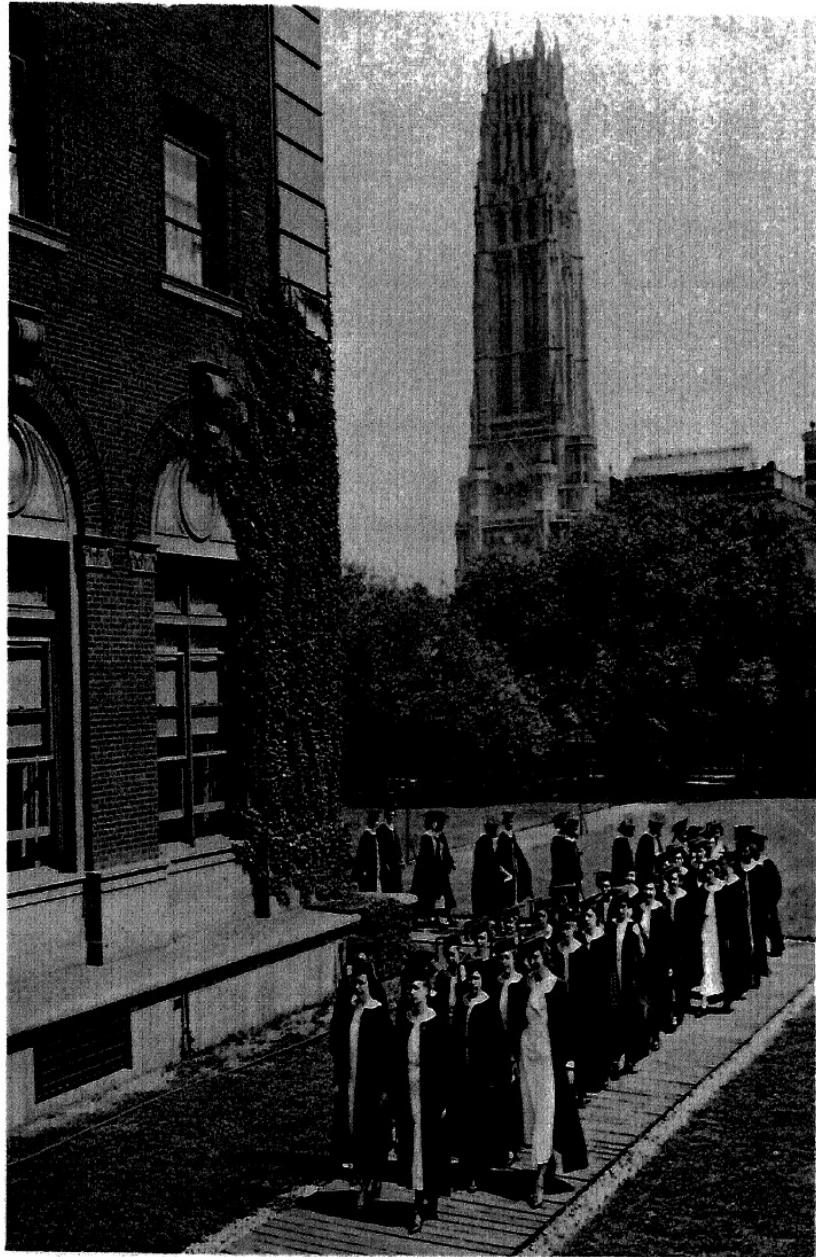
Obviously New York, as Barnard's laboratory, provides in its music, drama, and centers of foreign culture such facilities as would require a lifetime of study and experience to assimilate. If they are to be enjoyed only for a few brief years, they can still create aesthetic standards and ideals that will last through a lifetime in other environments. There are the opera, the Philharmonic con-

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certs, and countless opportunities for hearing the best in every field of music. To be active participants in music, face to face with the performers, is to receive something vital which no recorded performance can possibly give. So, too, the actual sight of the canvases and marbles of works of art, ancient and modern, produces an effect, spiritually, outside the range of reproductions.

Language students have rare advantages in New York. French students visit the French Institute for special examples of French art, and are welcome at Columbia's Maison Française. Spanish students go to the Hispanic Museum and to the Cloisters. Girls taking Italian enjoy the Palazzo d'Italia in Radio City, and Columbia's Casa Italiana. German students make trips to the Museum of Modern Art and to Columbia's Deutsches Haus. In addition to this broadly cultural background, every one of these groups finds little settlements within the city where their particular language is spoken, where native food is served, and native customs largely prevail. They may eat in a Spanish restaurant, for instance, amid a babble of Spanish; or they may attend church services conducted entirely in German; or go to a French or Italian movie or lecture.

Students in English composition look for copy in the life around them, and are often asked to keep diaries, much as did O. Henry for New York, and Dickens for London. Drama students attend important plays, seeing in actual production both revivals of the older classics



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and examples of new trends in the theater. They often go to first nights, rush home to write reviews, and mail them to their professor before the morning papers appear carrying professional criticism. Classes read scripts, work out a method of production like a play-reader, and then compare their work with the performance on a down-town stage. They try dramatizing a book which is known to be in preparation on Broadway before they attend the play. Thus *Victoria Regina*, *Paths of Glory*, and *Pride and Prejudice* were carefully worked out on campus long before the white lights of the theatrical district advertised them. At every step the undergraduates can compare their results with the best drama work in the country. Students of phonetics and dialects in the English speech courses find in the city the greatest variety of material collected anywhere in the world. Attending a public meeting, or overhearing a bus conversation provides notes for future study.

All these countless dazzling sights and sounds among the treasures of New York might very easily become merely a matter of collecting tourist impressions and getting a thrill followed by innumerable other thrills. The story has gone about that girls like to go to a New England college for two years to study, and then to spend two years at Barnard seeing life.

It is therefore the constant concern of the college faculty and administration that these experiences shall produce, primarily, intellectual reactions rather than, or in

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addition to, emotional reactions. They insist that observation must be accompanied by intelligent evaluation. Critical judgment and interpretation must supplement enjoyment and curiosity. Papers and reports must be analytical rather than descriptive. Much of this extra-mural work is looked upon as the testing and discovering of aptitudes. A versatile and flexible mind is an asset, but the centrifugal forces of dilettantism must be guarded against.

In our times visual valuations tend to be overemphasized; the terms "survey," "look into," "look over," "inspect," "observe," are overworked. The words "thorough," "complete," "accurate," do not occur as commonly as one might expect in serious circles. In older days, because of the limitation of library facilities, often practically non-existent, it was the custom for students to make manuscript books, copying long passages of the statements, eloquence, and wisdom of their authorities; the result was an impression upon brain fibers which a hasty or even leisured reading cannot give, certainly not a "look-in" with half a dozen books for the week's assignment. Thoroughness of knowledge came, too, through the system of training by apprenticeship which was universal in law and medicine long after professional schools came into existence. The tutorial system in some of its aspects approaches this method.

In the new order, with far wider horizons of knowledge, the fine springs of foundational knowledge must

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be strengthened and tempered, not discarded. The scientific age has set high standards of precision and perfection in techniques. A telephone exchange, an electric bakery, the mechanism of a printing plant can tolerate nothing casual or slipshod or inexact. But the charge is made that education has been emptied of rigorous training in the arts of thought.

"For twenty-five hundred years Education meant the acquiring of the liberal arts, which meant in turn the discipline of languages, mathematics, logic, a solid foundation for the art of thinking. Men so educated were less the prey of phrases, of emotion, of demagogues. Men so educated founded our liberties; we who are not so educated mismanage them, and are in danger of losing them." Thus speaks Walter Lippmann, a critic not lightly to be ignored.

That the liberal arts ideal is too good a cause to be lost is still, however, the contention of thoughtful guides of college destinies. They recognize that the use of the sciences in our education is emphatically for the moral, intellectual, and imaginative values they possess, the habit of mind they inculcate. They cultivate through all subjects that insight into truths and values which equips man with power, with stamina, with illumination.

Thus the ancient traditional antagonism between Town and Gown seems to have vanished. In modern life, metropolis and university are working out instead a profitable coöperative relationship. From its complexities

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the city offers a laboratory, an observation field. From its "interpreter's house" the university seeks to show the form and features of the times.

Columbia University's Barnard College—a happy phrase at the end of these fifty years of harmonious ties—has not failed to share the privileges and obligations of using New York as her laboratory.

If her hopes are fulfilled, she sends forth her graduates with the ability to look upon contemporary life with a sort of illuminated sanity. Out of the combination of their intra- and extra-mural studies there has been built up the long-range viewpoint, a long look backward upon the significances of the past, and a long look forward to a world where they shall contribute an integrity, a tolerance, and a spiritual idealism, knowing that education is the release of man's power to create, and of his will to use that power nobly.

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